DOCUMENT RESUME

ED 362 794 CG 025 055

AUTHOR Peterson, Marla P.; Poppen, William
TITLE School Counselors and the First Freedom: A Guide for Responding to Challenges to Developmental Guidance Materials and Programs.
INSTITUTION ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO ISBN-1-56109-059-X
PUB DATE 93
CONTRACT RI88062011
NOTE 101p.
AVAILABLE FROM ERIC/CASS, School of Education, University of North Carolina at Greensboro, 101 Park Bldg., Greensboro, NC 27412-5001.
PUB TYPE Guides - Non-Classroom Use (055) -- Information Analyses - ERIC Clearinghouse Products (071)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Civil Liberties; *Civil Rights; Counselor Training; *Developmental Programs; Elementary Secondary Education; Higher Education; Legal Problems; *School Counselors; School Guidance

ABSTRACT

This document presents a training guide designed to be used by counselor educators in courses developed to prepare school counselors and by counselors themselves. Noting that recent developmental guidance materials and programs have been challenged for a number of reasons by various groups, the guide draws on the insights of those who have been challenged, the materials provided by organizations that have challenged developmental guidance materials and programs, and the suggestions of organizations that oppose challengers. It attempts to present the views of both challengers and the challenged. The guide is divided into four major sections. Section I deals with the right to challenge and the right to respond. Section II examines both challengers and the challenged. Section III looks at professional actions by professional counselors. Section IV presents resources on challenges and censorship. Included in the guide are seven activities that will put to test the readers' understanding and ability to apply what they have learned concerning: (1) the context for challenges; (2) what is known about challenges to guidance programs; (3) the nature of challenges to guidance materials and programs; (4) author/publisher responses to challenges; (5) what to do before a challenge occurs; (6) what to do after a challenge occurs; and (7) responsible actions. Also included are 10 full-page visuals that can be easily reproduced as overhead transparencies for use in group or classroom situations. (NB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 362 794

# and the

# A Guide for Responding to Challenges to Developmental Guidance Materials and Programs

by
Marla P. Peterson, Ph.D., and William Poppen, Ph.D.
The University of Tennessee

CG025055

BEST COPY AVAILABLE

ERIC

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

# School Counselors and the First Freedom

## *A Guide for Responding to Challenges to Developmental Guidance Materials and Programs*

by Marla P. Peterson, Ph.D.
William Poppen, Ph.D.
The University of Tennessee

ERIC Counseling and Personnel Services Clearinghouse
2108 School of Education
The University of Michigan
Ann Arbor, Michigan 48109-1259

Copyright © 1993 ERIC Counseling and Personnel Services Clearinghouse

All rights reserved.

ERIC Counseling and Personnel Services Clearinghouse
2108 School of Education
The University of Michigan
Ann Arbor, Michigan 48109-1259

ISBN 1-56109-059-X

This publication was prepared with partial funding from the Office of Educational Research and Improvement, U.S. Department of Education under contract no. R188062011

# *Preface*

Challenges to school guidance programs are not new. Touching as they do on matters vital to the well being of the individual and the family, they can be perceived by some as an invasion of the privacy of the individuals concerned. What is new is the concerted effort of a few to deny any developmental guidance activities and materials to the many. Experience has shown that unless a school has a thoughtful plan to respond to those who challenge the basic tenets of developmental guidance as well as specific activities and materials, they become easy prey to those who would oppose them. Rigorous examination of school policies and programs is a necessary component of developing school excellence. Organized efforts to present only one side of a question or to misrepresent the intent of a program or activity, however, hinder the ability of a school to adopt the approaches meeded to educate today's youth.

The authors of this publication draw heavily on the experiences of those who have already fielded challenges to developmental guidance programs. Additionally, they themselves have been directly involved in working with school systems whose programs have been challenged. The result is an exceptional insight by the authors into the thinking and tactics of both the challengers and the challenged. They are to be commended for clearly presenting the views of both the challengers and the challenged and allowing the reader to decide what is appropriate and inappropriate.

It is absolutely clear to me that this volume is an essential resource to all who strive for excellence in guidance — be they counselors, administrators, teachers, or parents. No one person alone could possibly ever acquire the knowledge and the insights this monograph provides. It also is unique. No other source provides anything like the comprehensive coverage of the topic and offers as much in the way of specific activities and responses that can be adopted and used by those whose guidance programs are challenged.

Particularly noteworthy is that the authors, Dr. Marla Peterson and Dr. William Poppen, have not stopped with producing an exemplary monograph. They have gone on to produce a training program, *Challenge To Guidance*, that provides participants with the simulated experiences of responding to a variety of challenges and threats to a developmental guidance program. *Challenge to Guidance* uses both a compelling video and an instructional manual to help teachers, counselors and administrators develop a proactive and informed school response that will win broad community support. Additionally, it will help counselors acquire the savvy and personal competence to face up to irrational challenges and threats to comprehensive, developmental school guidance programs. Forewarned is forearmed, and this audio visual training program will prove indispensable to those who want to preserve and defend the essential ingredients of their developmental guidance programs.

In short, we all owe a debt of gratitude to the authors for alerting us to the dangerous challenges and threats to comprehensive developmental guidance programs. Once

alerted we are far more able to use the vital information and experience-driven approaches they provide to fashion a reasoned and appropriate response to the challenges. The practical assistance and rare insights these authors provide can be immensely useful to all of us in helping counselors and schools to preserve what they regard as valuable.

Garry R. Walz, Ph.D.
*Director*

# Contents

To Users of This Guide ..... vii

**Section I:** *The Right to Challenge and The Right to Respond*

The Three Guarantees of the First Amendment ..... 3

Historical Context for Challenges to School Guidance Materials and Programs ..... 5

Pivotal Issues ..... 8

References ..... 10

**Activity 1** Lecture: The Context for Challenges ..... 11

**Activity 2** Discussion Questions ..... 11

**TR 1** Other Eras, Other Challenges ..... 13

**TR 2** Still Other Eras, Other Challenges ..... 15

**TR 3** And The Challenges Continue ..... 17

**TR 4** Pivotal Issues ..... 19

**Section II:** *The Challengers and the Challenged*

What Developmental Guidance Materials and Programs Are Being Challenged? ..... 23

What Reasons Are Being Given for Challenging Developmental Guidance Materials and Programs? ..... 26

What Groups Are Challenging Developmental Guidance Materials and Programs? ..... 26

How Are Authors and Publishers Addressing Challenges? ..... 30

References ..... 41

**Activity 3** Lecture: Challenges to Guidance Materials and Programs ..... 43

**Activity 4** Learning from Author and Publisher Responses ..... 43

**TR 5** Table 1. Challenges to Specific Developmental Guidance Materials and Programs ..... 45

**TR 6** Table 2. Reasons Given for Challenging Developmental Guidance Materials and Programs ..... 47

**Section III:** *Professional Actions by Professional Counselors*

Before a Challenge Occurs ..... 51

Assess Your Practices ..... 51
After a Challenge Occurs ..... 61
Typical Challenge Scenario ..... 61
Responsible Actions by Responsible Counselors ..... 62
Future Challenges: What Can School Personnel Expect? ..... 66
References ..... 69

**Activity 5** Lecture: Before a Challenge Occurs ..... 71
**Activity 6** Lecture: After a Challenge Occurs ..... 71
**Activity 7** Responsible Actions: Three Cases ..... 72
Case 1: *Voices for Children* Newsletter ..... 72
Case 2: The Advance Party ..... 72
Case 3: The Request to Reconsider ..... 73

**TR 7** Four Principles Based on the Constitution ..... 75
**TR 8** Elements of a Materials Selection and Reconsideration Plan ..... 77
**TR 9** Four Court Cases ..... 79
**TR 10** Responsible Actions by Responsible Counselors ..... 81

**Section IV** *Resources on Challenges and Censorship*

Suggested Readings ..... 87
Updating Your Knowledge About Censorship and Challenges ..... 89
Selected List of Groups Concerned About School Materials and Programs ..... 90
Selected List of Groups Concerned About Censorship and Challenges to Developmental School Guidance Programs ..... 90
Statements by Professional Associations ..... 91
American Association of School Administrators ..... 91
American School Counselor Association ..... 91
American Library Association ..... 92
Association for Supervision and Curriculum Development ..... 92
The National PTA® ..... 93
Selection Policies and Procedures ..... 95
Request for Reconsideration ..... 101
Challenges to and Censorship of School Guidance Materials ..... 103
Appendix ..... 107

# To Users of This Guide

Recent developmental guidance materials and programs, such as **Pumsy, DUSO** and **Quest,** have been challenged for a number of reasons by various groups. Challenges to school materials are not new. The recent nationwide attacks on the **Impressions** language arts textbook series originally published by Holt, Rinehart and Winston had a parallel in the early 1940s. In 1938 the sales of the Rugg series totaled 289,000 copies and was in use in 4,200 school systems, containing nearly half of the nation's school children. In 1939 an elementary and high school textbook series written by Dr. Harold Rugg, Professor of Education at Columbia University was attacked by the Advertising Federation of America because its treatment of advertising was too brief when compared with other textbooks. Six years later, following organized attacks, the sales had dwindled to 21,000 copies.

This document is based on the experience of the authors in serving as consultants to school districts that have faced challenges. It draws on the insights of those who have already fielded challenges, the materials provided by various organizations that have been active in challenging developmental guidance materials and programs, and the suggestions contained in documents of organizations that actively work to oppose actions taken by the challengers—including the Office of Intellectual Freedom of the American Library Association. The authors have tried to present the views of the challengers and the challenged.

This guide is a training guide. It can by used by counselor educators in courses designed to prepare school counselors and by counselors who wish to make presentations to colleagues, school board members, and community groups.

# Goals

Individuals who read this guide and complete the suggested activities should be able to:

- Understand how the First Amendment applies to challenges to developmental guidance programs. (Section I)
- Know historical context for challenges. (Section I)
- Be conversant with pivotal issues. (Section I)
- Know what is being challenged and by what groups. (Section I)
- Become familiar with why materials are being challenged. (Section II)
- Know how to assess current practices before challenges occur. (Section III)
- Understand responsible actions to take after challenges occur. (Section III)
- Take stock of future challenges. (Section III)
- Have access to a list of publications and sources of additional information. (Section IV)

***Notes to Group Leader:***

**[TR]** indicates the proper insertion point for transparencies if group leaders wish to present material in a lecture format.

The masters for the transparencies are at the end of each section.

# Section I:

## The Right to Challenge and The Right to Respond

**Goals:**

- Understand how the First Amendment applies to challenges to developmental guidance programs.
- Know historical context for challenges.
- Be conversant with pivotal issues.

## The Three Guarantees of the First Amendment

Textbook controversies are not new. Specific challenges to school guidance materials, however, are rather recent phenomena — occurring primarily after 1960. This can partially be attributed to the fact that many schools simply had no counselors prior to that time. Developmental guidance materials have since been discovered, and they now are being challenged.

A challenge should not be equated with censorship. Some parents, for personal reasons, may request that a school provide alternative guidance materials or excuse their children from certain guidance activities. Many schools will accommodate these requests. Censorship, however, is a main tactic of some of the national organizations that want to change the way schools select educational materials. Censorship, as defined by the American Library Association's Intellectual Freedom Committee, is the removal of material by government authority from open access. Censors try to impose their views by deciding what others should not read or see.

Freedom of expression is guaranteed by the Constitution of the United States of America. There are three basic guarantees of personal liberty contained in the First Amendment to the Constitution, adopted in 1791:

*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

Often all three guarantees are tested when challenges to school guidance materials and programs occur.

For over two hundred years, interpretation of the First Amendment has continued to evolve. Interpretations have sought to preserve the ultimate purpose of the First Amendment, which is to protect and maintain an effective system of freedom of

expression. This system protects an individual's right to self-fulfillment, to express ideas, communicate with others, and develop a personal lifestyle.

Special interest groups are trying to force many school systems to remove or alter developmental guidance materials and programs. The freedom of these groups to speak and write is guaranteed by the First Amendment; however, some of these groups are unwilling to grant such freedom to those who hold opposing views. Many challenges by special interests groups do not reach the courts. A common scenario might be: A group makes itself known. A counselor silently retreats from the use of established materials and practices. The special interests groups go away and so do some developmentally appropriate guidance materials. Self-censorship occurs. Special interests groups are an essential ingredient in a democracy and contribute to the formation of public policy, but they can also be a negative and restrictive force.

When requests on matters related to the removal or altering of school materials and programs do reach the courts, questions related to interpretation of the First Amendment generally fall into three categories:

1. To what degree, if any, may the government interfere with the content or the manner of expression?
2. What rights of access do individuals have to the means of communication?
3. What "right to know" does a person have who wishes to communicate or to receive a communication?

School officials should recognize that two propositions concerning governmental interference are well established: (1) if the government's action has a "chilling effect" on expression, it is subject to the limitations of the First Amendment and (2) while the government may regulate the time, place, and manner of expression where necessary to accommodate different interests, the government may not *as a general rule* control, restrain, or otherwise interfere with the content of expression. What are the exceptions and qualifications to the general rule? The Supreme Court has recognized three exceptions (obscenity, libel, and "fighting words") and two qualifications (expression that advocates violation of law, particularly by the use of force or violence; and, expressions that come into conflict with other individual or social interests, such as a right to a fair trial).

To be free to express content is not enough. Unless a person has a right to hear what is being said, and unless a person desiring to communicate can obtain information, the system cannot operate effectively. Through the years, schools have become fertile ground for testing the tenets of the First Amendment. Specifically, school guidance programs, designed to help individuals become all they want and are capable of becoming, are being challenged by individuals and special interest groups who are exercising their First Amendment rights.

# Historical Context for Challenges to School Guidance Material and Programs

It may be instructive to look at other times in our nation's history when well-intentioned groups thought they had detected a conspiracy to subvert the nation's children. The focus of censorship dramas changes from generation to generation and so do the characters. New fears emerge and new censorship activities are launched. Groups that are venerated today may have been the censors of yesterday or may become the censors of tomorrow. Some may find it difficult to believe that groups such as the Advertising Federation of America and the Daughters of the American Revolution are among those groups that have launched vigorous campaigns to rid the schools of materials they believed were offensive. With the help of material abstracted from *The Censors and the Schools* by Jack Nelson and Gene Roberts, Jr. (1963), take a brief walk through some incidents in school textbook censorship history.

## Post Civil War...[TR 1]

In 1867, E. J. Hale and Son of New York advertised: "Books prepared for southern schools, by southern authors, and therefore free from matter offensive to southern people."

In 1892, the United Confederate Veterans ordered its new historical committee to denounce unsatisfactory books and recommend acceptable ones for use in the South's public and private schools. This committee soon announced that almost every northern-published history was unfair to the Confederacy and alternative books were suggested: *The Southern Side of the Prison Question; A Confederate View of the Treatment of Prisoners;* and histories by Jefferson Davis and other Confederate leaders.

In 1897, publishing firms offered tailor-made histories — one version for the South and another for the North.

## Post World War I ...

Following World War I, wartime ally Great Britain was the focus of much textbook criticism. Charles Grant Miller, in a series of articles for the Hearst newspapers, warned parents against "Anglicized" histories. "It makes a mighty difference," he said, "whether America continues to quick-step to *Yankee Doodle* or takes to marking time to *God Save the King*."

In 1922, the American Legion commissioned the writing of a textbook on American history that would "preach on every page a vivid love of America."

By the late 1920s, the Veterans of Foreign Wars announced that it had "eliminated all of the objectionable features" in American histories and was turning its attention to modern European volumes.

In the 1920s, the Ku Klux Klan objected to books that credited Columbus, instead of Leif Ericson, with the discovery of America. The Knights of Columbus reacted by announcing that they wanted history books to "make it plain that the lessons taught

by the life of Columbus were as dear to the Catholic Citizen as were those inspired and inculcated by the ideals of George Washington."

Anti-evolutionists spoke out against the content of certain textbooks. To win sales in Texas and other anti-Darwinian locales, some publishing houses struck references to evolution from the books.

Over a three-year period, beginning in 1928, the Federal Trade Commission (FTC) exposed a textbook-doctoring campaign of the public utilities industry. FTC investigators learned that the National Electric Light Association, the American Gas Association, the American Railway Association and many of the member corporations had attempted and often succeeded in placing the utilities' own interpretation of history before the nation's children. Textbooks were being used as propaganda for public utility companies.

The Florida Chamber of Commerce complained in the early thirties because a geography text contained more pictures of California than of Florida.

In 1936, Howard K. Beale reflected on the post-World War I attacks in his book, *Are American Teachers Free?* Beale concluded that teachers and historians could have escaped the attacks of the twenties only by distorting history and that many textbook censors were successful in getting authors and publishers to conform to their prejudices.

## 1939 and the Rugg Case...[TR 2]

In 1920, Dr. Harold Rugg, a Columbia University Professor of Education began planning for a series of social studies textbooks. Operating on borrowed money and money received from his experimental books, he hired sixteen assistants and started working on the new textbook series. In 1930, six 600-page volumes for junior high schools were issued and they won immediate acclaim. Rugg used his royalties to produce more texts, and by 1939 his texts were used by 4,200 schools systems, serving nearly half the nation's children. Sales of his texts totaled approximately 300,000 copies per year.

In 1939 the Advertising Federation of America urged its sixty affiliated agencies to campaign against books that placed the advertising industry in an unfavorable light. One of Rugg's books was specifically mentioned in a pamphlet issued by the Advertising Federation. Bertie C. Forbes, publisher of *Forbes Magazine*, criticized the Rugg books from his position on the board of education in Englewood, New Jersey. Merwin K. Hart, President of the New York State Economic Council, who was to receive publicity in the fifties as an anti-Semite and in the sixties as a leader in New York circles of the John Birch Society, joined the Rugg attacks. *American Legion Magazine* struck at Rugg as did the National Association of Manufacturers. The theme running through the attacks was that the books contained anti-business sentiments and economic-determinist and socialistic theories.

Rugg made a 20,000-mile tour of the United States to defend his books. In recalling his experiences he remembered that, "Person after person started out with the same phrase: 'I haven't read the books, but..." Six years after the attacks began, sales had declined by 90%.

## 1961 and the Meriden, Connecticut Case...

In the fall of 1960, Edward Casey, a thirty-one-year-old purchasing agent for the Pratt

and Whitney Aircraft Corporation, received an unsolicited mailing from the Washington, D. C. headquarters of the Daughters of the American Revolution (DAR). The mailing contained a pamphlet entitled *Textbook Study*. A DAR committee had examined 220 school textbooks and labeled 170 of them as being "subversive" with 50 of the books meeting "minimum DAR standards."

What was offensive to the DAR? History books that contained uncomplimentary pictures of slum areas; pictures of long lines of the unemployed during "The Great Depression"; attention given to "internationalism" and the United Nations; and music books that contained "too many 'work tunes' and 'folk songs' instead of native and national airs" were among the criticisms cited.

Ed Casey and Frederick Dobson, a colleague at Pratt and Whitney, worked quietly for one year to acquire materials that could be used to challenge the Meriden schools for the use of fourteen social studies textbooks contained on the condemned list issued by the DAR. Materials started to flow to Casey and Dobson: *A Bill of Grievances* from the Sons of the American Revolution; a series of textbook reviews and a copy of *What's Happened to Our Schools* by Rosalie M. Gordon from America's Future, Inc. of New Rochelle, New York; *The Left Swing in Education* from the Institute of Special Research in Pasadena, California; *Brainwashing in the High Schools* by E. Merrill Root; a thick report on textbooks from the Florida Coalition of Patriotic Societies; a detailed system for rating textbooks from The Parents for Better Education in Los Angeles, California; and American Legion resolutions and statements.

Their year's work resulted in a neatly typed thirty-page document referred to by newspapers as "The Casey-Dobson Report." The report concluded that Meriden parents were financing the subversion of their own children in their own public schools. The report defined subversion as anything tending to undermine "faith and allegiance."

Education officials who were willing to take a stand, a vigilant press, and several local organizations in Meriden prevented the huge controversy from reaching the book burning stage. However, the 1960s saw censorship groups accelerate their efforts around the common cause of the "Communist menace."

## 1977 and the Warsaw, Indiana Case...

William Chapel, a school board member, asked for an evaluation of Sidney Simon's *Values Clarification* book and the class in which it was used. A few minutes of reading passages from the text caused the school board to throw the book out and discontinue the English class that once used it. Forty copies of the book were given to senior citizens for burning. A picture of the senior citizens standing by a trash can filled with burning textbooks appeared on television screens and in newspapers throughout the nation.

## What is happening today? [TR 3] and [TR 4]

A more complete discussion of current challenges—with a particular emphasis on school guidance materials and programs—will be presented in Section II. However, before specific challenges and challengers are discussed, some additional background information may be useful.

Along the road to censorship are a few rest stops. How much "self-censoring" of materials is being done by school counselors because someone in the community launched an informal **inquiry?** Or a school administrator received an **expression of concern?** Or a **formal written complaint** about a specific set of materials was received? Or an **attack** on Pumsy, DUSO, or Quest was launched through the media to gain public support for further action?

If guidance materials are being removed from use because of these actions, challengers are achieving their goals. Materials that contain views they oppose will be gone and, perhaps, replaced with materials they support. School counselors may have unwittingly fallen victim to suppressing the freedoms guaranteed in the First Amendment to the Constitution of the United States.

At the same time, it must be remembered that the First Amendment exists to protect speech and activities that are unpopular. The challengers have the right to challenge. If that opportunity does not exist, there is no reason for the First Amendment to exist. When public schools are involved, however, a number of **pivotal issues** become apparent.

## Pivotal Issues

**Compelling Interests of State** — **Individual Interests of Parents**

▲

**Pivotal Issue**

As this document goes to press, the United States Department of Education has advanced ideas that may alter the role of public education. Use of public monies to support enrollment in private schools might change what has been considered a "compelling" interest of the state. Generally, items that affect all children have been viewed as a "compelling" interest and have included items like graduation requirements, equity in school financing, corporal punishment, safety, compulsory attendance, and textbook selections.

Items deemed by the state to be in the best interest of all students are not always acceptable to certain parents and special interest groups. Even after thorough adherence to materials selection policies, a school district that adopts a set of materials for counselors to use in helping build self-esteem may find itself the subject of charges by selected parents and, in some cases, well-financed special interest groups. *How can the rights of the many be protected and the rights of the minority be accommodated?*

**Meaningful Involvement for All** — **Parental** — **Exploitation by Few for Special Interests**

▲

**Pivotal Issue**

Parental and community involvement ought to be encouraged. At issue, here, is the notion that a small, vocal minority that is, in some cases, well-organized and well-financed by legal defense funds, can often falsely appear to represent the community as a whole. Group guidance and health education activities related to sex education and AIDS education have been opposed in certain communities. In some cases a small group of parents has requested the removal of an "offensive" state or locally developed sex-education curriculum and requested that one which meets their criteria be substituted for the "offending" curriculum. *Should materials that have been selected on the basis of carefully designed procedures and policies be altered, removed, or replaced when opposition by a few emerges?*

**Academic Freedom for Counselors** — **Unique Parental & Community Needs**

**Pivotal Issue**

Not only is the use of certain developmental guidance materials being challenged, but the freedom to counsel in both individual and group settings has been questioned on occasion. Sometimes it is the use of materials which has caused certain groups to call for the removal of school counselors. During the 1989-90 school year, the Armstrong County Taxpayers League of Armstrong, Pennsylvania objected to DUSO for "dealing with mind altering, values clarification, and the practice of the occult and humanism...cleverly disguised and designed to cast doubt in our children's minds concerning the values and morals held by their own parents." In addition to requesting the removal of DUSO from use in the schools, the League campaigned to remove all guidance counselors.

Counselors must assess whether they are functioning in an environment where the school board has a commitment to free expression or prefers to placate a vocal minority. In some cases, counselors may find themselves working with board members who have been elected with the support of special interest groups whose agendas include forcing their viewpoint on materials selection and curriculum practices. *To what extent do counselors feel free to use certain materials that support the goals of the school without fear of retribution and, at the same time, to what extent do counselors have support for designing alternative programs to meet unique student and parental needs?*

**Universal Moral Values** — **Nonuniversal Moral Values**

**Pivotal Issue**

Many communities believe that teaching values is a function of the public schools, and many counselors believe that an examination of one's values is a normal part of development. Some parents, however, believe that such examinations belong in the home and not in the school.

Thomas Lickona, a developmental psychologist, makes a distinction between **universal moral values** and **nonuniversal moral values:**

Universal moral values — such as treating all people justly and respecting their lives, liberty, and equality — bind all persons everywhere because they affirm our fundamental human worth and dignity. We have a right and even a duty to insist that all people behave in accordance with these universal moral values (Lickona, 1991, p. 38).

Nonuniversal moral values, by contrast, do not carry a universal moral obligation. These are values — such as duties specific to one's religion (e.g., worshipping, fasting, observing holy days) — toward which I as an individual may feel a serious personal obligation. But I may not impose these personally felt obligations on others (Lickona, 1991, p. 39).

Public morality refers to those universal values to which we are all obligated, like it or not, and private morality would include values dealing with religious beliefs. Many schools choose to stay away from private morality topics, which they believe is better left to the home and church.

Some parents believe that religious beliefs and private morality issues should have a place in the school curriculum. The stated goal of several special interest groups is to bring public education under the control of Christians. The absence of references to religion by guidance materials and textbooks authors, counselors, and teachers have brought accusations that the schools are in fact practicing religion—the religion of secular humanism.

As we approach the end of this century, it may well be that the schools' role in public morality and private morality issues has become the dominant theme of many challenges to school guidance materials and programs. Although certainly not the exclusive reason, it may be surfacing in the thinking of some advocates of school choice programs who believe that public monies should be used to support private schools. Private schools, they believe, might provide a setting in which private morality could be more readily addressed. *To what extent should private morality and nonuniversal values be addressed in the nation's public schools?*

The **pivotal issues** surrounding challenges to school guidance materials and programs can be further reduced to two very important questions that must be addressed if schools are to deal effectively with challenges to developmental guidance materials:

**Who determines what school guidance materials are used in public schools?**

**Is the role of schools seen primarily as a place where diverse ideas should be presented and explored or is the role of schools to be primarily that of transmitting community values?**

***References***

Lickona, T. (1991) *Educating for character*. New York: Bantam Books.

Nelson, J., & Roberts, G., Jr. (1963). *The censors and the schools*. Boston: Little, Brown, and Company.

## Activity 1

*Lecture: The Context for Challenges*

1. Present content of this section as a lecture. The goals of the lecture will be to:
   - Understand how the First Amendment applies to challenges to developmental guidance programs.
   - Know historical context for challenges.
   - Be conversant with pivotal issues.

2. Prepare the following transparencies from masters included at the end of ***Section I:***

   **TR 1** Other Eras, Other Challenges

   **TR 2** Still Other Eras, Other Challenges

   **TR 3** And The Challenges Continue

   **TR 4** Pivotal Issues

## Activity 2

*Discussion Questions*

1. Who should select materials used in developmental guidance programs?
2. Should guidance materials that have been selected on the basis of carefully designed procedures and policies be altered, removed, or replaced when opposition by a few emerges?
3. Should the same procedures be used for selecting materials for individual clients that are used for selecting classroom group guidance materials?
4. To what extent do you or counselors in your school feel free to use certain materials that support the goals of the school without fear of retribution? To what extent do counselors have support for designing alternative programs to meet unique student and parental needs?
5. To what extent should private morality and nonuniversal moral values be addressed in the nation's public schools?
6. What universal moral values should be addressed in schools? Who should determine these universal moral values?

# OTHER ERAS, OTHER CHALLENGES

## Post Civil War

- Tailor-made history textbooks

## Post World War I

- Anglicized histories
- Evolution
- FTC and textbook "doctoring"

© ERIC/CAPS TR 1

# STILL OTHER ERAS, OTHER CHALLENGES

**1939 — Rugg Case**

- Anti-business sentiments; socialism

**1961 — Meriden Case**

- Casey-Dobson Report; communism

**1977 — Warsaw Case**

- Values Clarification

© ERIC/CAPS TR 2

**and**

**THE CHALLENGES**

**continue...**

© ERIC/CAPS TR 3

# PIVOTAL ISSUES

| | |
|---|---|
| Compelling interests of State | Individual interest of parents |
| Meaningful parental involvement for all | Exploitation by few for special interests |
| Academic freedom for counselors | Unique parental & community needs |
| Universal moral values | Nonuniversal moral values |

© ERIC/CAPS TR 4

# Section II:

## *The Challengers and The Challenged*

# Section II: *The Challengers and The Challenged*

**Goals:**

- Know what materials and programs are being challenged.
- Understand why materials and programs are being challenged.
- Become familiar with groups that challenge guidance materials and programs.
- Know how publishers and authors of widely used materials are responding to challenges.

## What Developmental Guidance Materials and Programs Are Being Challenged?

No one knows for certain how many challenges to specific developmental guidance materials and programs are occurring. The authors have established a database of cases that have been brought to their attention through newspaper reports, self-reports by school counselors, and publications of other organizations that are concerned with efforts to challenge or censor school materials. As additional data are compiled, the school counseling field will have a better understanding of trends and issues. Nevertheless, several observations can be made:

1. The number of challenges to school guidance materials is increasing at an alarming rate.
2. Three sets of materials — Pumsy, DUSO, and Quest — seem to be popular targets for challenges.
3. Grassroots groups that challenge guidance materials and programs are some times affiliated with a network of well-financed organizations operating on a larger scale to remove school materials that differ from their ideologies.
4. There are patterns in techniques used by those who challenge school guidance materials and programs.

Evidence of challenges has been acquired from several sources: (a) five annual reports of the People for the American Way, (b) reports from school counselors attending the idea-sharing session for elementary school counselors at the 1991 annual meeting of the American Association for Counseling and Development (AACD), and (c) publishers of Pumsy, DUSO, and Quest (PDQ).

Each year, People for the American Way, an organization that is opposed to censorship,

compiles a list of challenges to school textbooks and materials. This annual compilation includes attempts to remove library books, textbooks, films, and other instructional materials. Table 1 **[TR 5]** includes a synthesis of guidance materials that were included in the most recent five annual reports. With one exception (*Boys Have Feelings Too*), library books have not been included. However, some of the books that have been targeted by censors certainly may support certain group guidance activities.

**Table 1**
**Challenges to Specific Developmental Guidance Materials and Programs[1]**
**(1987-1992)**

| Materials and Programs | 87-88 | 88-89 | 89-90 | 90-91 | 91-92 | Total |
|---|---|---|---|---|---|---|
| Boys Have Feelings Too | | | 1 | | | 1 |
| Bright Beginnings | | | | | 1 | 1 |
| Bridges | | | 1 | | | 1 |
| Changes, Challenges & Choices | | | | | 1 | 1 |
| Drug Abuse, Resist. Educ. (D.A.R.E) | | | | | 1 | 1 |
| DUSO | | 1 | 2 | 4 | 4 | 11 |
| Human Interaction | | 1 | | | | 1 |
| I Am Special | 1 | | | | | 1 |
| Natural Helpers | | 1 | | | | 1 |
| Positive Action | | | | | 5 | 5 |
| Positive Self-Esteem | | | | | 1 | 1 |
| Project Charlie | 1 | | | 2 | | 3 |
| Protective Behavior | 1 | | | | | 1 |
| Pumsy | | 1 | 1 | 6 | 9 | 17 |
| Quest | 3 | 1 | 5 | 17 | 5 | 31 |
| Secrets | | | 2 | 1 | | 3 |
| Thinking, Changing, Rearranging | | | | | 1 | 1 |
| Toward Affective Dev. | | | | | 1 | 1 |
| True Colors | | | | | 1 | 1 |
| Values and Choices | | | | | 1 | 1 |
| **Total** | **6** | **5** | **12** | **30** | **31** | **84** |

[1] Information based on People for the American Way (1988, 1989, 1990, 1991, 1992).

**Table 2**
**Reasons Given for Challenging Developmental Guidance Materials and Programs**
**(1987-1992)**

| Reason | 87-88 | 88-89 | 89-90 | 90-91 | 91-92 | Total |
|---|---|---|---|---|---|---|
| "New Age"concerns — hypnotism, self-hypnosis, meditation, Far East religions, guided fantasy, visualization | | 6 | 6 | 21 | 15 | 48 |
| Undermining parental authority and teaching children they can handle problems on their own | 4 | 6 | 4 | 10 | 15 | 39 |
| Promoting the occult/witchcraft/Satanism | 2 | 4 | 6 | 10 | 6 | 28 |
| Using non-directive, liberal, mind control and psychological techniques with students, including breathing exercises | | | 2 | 12 | 11 | 25 |
| Promoting secular humanism | 3 | 3 | 6 | 5 | 7 | 24 |
| Values clarification | 3 | 1 | 5 | 5 | 1 | 15 |
| Undermining family values | 1 | 3 | 3 | 5 | 2 | 14 |
| Invading student privacy | 2 | 3 | 2 | 2 | 4 | 13 |
| Failing to promote traditional American Values or failing to teach absolute values | 2 | 1 | 2 | 5 | | 10 |
| Having teachers and untrained persons act as therapists | | | | 4 | 3 | 7 |
| Violating Hatch Amendment | 1 | 1 | | 1 | 1 | 4 |
| Causing drug abuse | | | | 3 | | 3 |
| Stirring up dirt | 1 | | | | | 1 |
| Teaching stress | 1 | | | | | 1 |
| Being against chubby people | | | | 1 | | 1 |
| Teaching religion | 1 | | | | | 1 |
| Teaching about domestic violence and verbal abuse | 1 | | | | | 1 |
| Being anti-logging | | | 1 | | | 1 |

*Note:* The number of reasons exceed the number of challenges because in some cases multiple reasons were given.

If data gathered from counselors attending the elementary counseling idea-sharing session at the 1991 annual meeting of the AACD is any indication, the data in Table 1 significantly underestimates the true extent to which challenges are occurring. Keep in mind that the counselors did not come to the AACD meeting to discuss challenges and censorship. They came for the purpose of sharing good practices with their colleagues. During the meeting, counselors were asked by one of the authors of this document if they had experienced any objections to guidance materials. Out of the audience of approximately 50, 17 counselors indicated that they had recently dealt with challenges.

The available data suggest that challenges have reached proportions that should cause the counseling profession to ask why these challenges are occurring. Counselors must become better informed about the objections of those who are challenging the use of guidance materials and programs.

## What Reasons Are Being Given for Challenging Developmental Guidance Materials and Programs?

The data in Table 2 **[TR 6]** were reasons given for challenging the guidance materials and programs listed in Table 1. In many cases, several reasons were cited for challenging specific materials and programs. Thus, the reasons exceed the total number of challenges.

The authors considered grouping the reasons in broader, generic categories but opted for a more detailed list so that counselors can become better informed about the language and phraseology of challengers.

In 1990-91 challengers openly began to question the background and training of those who were delivering guidance services. The message to school personnel, publishers, and those who prepare school personnel should be quite clear. Training and preparation are needed when certain guidance materials and techniques are used. If training violations are occurring, the challengers have indeed, in this instance, served a very useful purpose.

## What Groups Are Challenging Developmental Guidance Materials and Programs?

History is replete with attempts to censor and challenge the use of certain school materials. The issues change and the groups who attempt to censor and challenge change. However, in reviewing the history of textbook censorship, it has become apparent to the authors of this document that *censorship and challenging groups are now better organized, better financed, more visible, more vocal, and more powerful than at any other time in our nation's history.* Guidance counselors and all educators need

to understand why these groups feel such a great need to seek removal of certain materials and programs. Counselors are encouraged to seek more information so that other points of view are considered when reactions to challenges must be undertaken. The books and periodicals listed in Section IV may be helpful in gaining a perspective on points of view held by some of today's groups that challenge school guidance materials and programs.

In the 1990s the focus of censorship efforts and challenges to school guidance programs and materials seems to be on the fears and beliefs that schools may be: (1) teaching New Age concepts through use of mind control techniques, (2) undermining values taught in the home by not teaching absolute values grounded in a Christian perspective (fears of New Age religions and the occult prevail), and (3) practicing secular humanism. Basically, humanism is defined as a person-centered philosophy that attempts to solve the problems of the world independently of God.

Some of the groups currently challenging school guidance materials often believe that America was founded on biblical principles and that schools have done little to preserve this country's biblical heritage. They believe God has been expelled from the schools and has been replaced by humanism.

*Today, public education is so humanistic that it is both anti-Catholic and anti-Protestant — because it is anti-God. With the expulsion of God from the schools, the view that man was created by God and thus responsible for obeying His moral absolutes, deteriorated drastically. As we shall see, the chaos of today's public education system is in direct proportion to its religious obsession with humanism. And as we have already observed, humanism ultimately destroys everything it touches (LaHaye, 1980, p. 43).*

For a more thorough understanding of those who oppose secular humanism as a guiding force in the nation's schools, the reader is directed to The Battle for the Mind by Tim LaHaye, the book from which the above quote was taken. In the book, the author describes how John Dewey, the leader of the progressive education movement, "did more for the humanist takeover of American education than anyone else" (pp. 43-44). In the following excerpt, Dewey's beliefs are in bold and are followed by LaHaye's comments.

***Free expression of oneself*** *easily becomes self-addiction and rebellion — the 'I demand to do my own thing' syndrome — in opposition to divine control and educational discipline.*

***Learning through experience*** *may lead one to trust his limited observations and experiments, rather than be instructed and tempered by history, learned teachers, and Scripture.*

*Focusing upon the now and endeavoring to become* ***the ideal social man*** *may supplant one's preparation for eternity.*

***Learning to cope with a changing world*** *may be equated with building a house on shifting sands — without foundation, without stability, forever detached from eternal verities (p. 44).*

Groups currently challenging guidance materials often believe that moral principles

need to be taught in the schools and that the teaching of character building needs to be reinstated in the public schools. However, many of these groups are quick to add that they want *their moral principles taught as absolutes*. It is this point of view that has caused some of the challenges — particularly those that claim certain open-ended questions in guidance materials undermine parental authority and the absolute values taught in the home.

Although the groups described below are by no means the only groups that have launched challenges to school guidance materials and programs, they do represent some of the most active groups. Edward B. Jenkinson, Professor of English Education at Indiana University, addresses the growth of textbook protest groups.

*LaHaye's frequently unsubstantiated charges are spread throughout the nation by a network of organizations that have grown almost exponentially in the last 15 years ...Shortly after I began studying the schoolbook protest movement 17 years ago, I wrote that I could name 200 organizations at the state, local, and national levels that attack public school textbooks, courses and teaching methods. By 1985, I wrote that I was convinced that there are at least 2,000 such organizations (Jenkinson, 1990, p. 14).*

Jenkinson went on to say that his estimate of at least 2,000 organizations is based on the fact that some of the organizations, including some of those listed below, have several hundred affiliates. He indicated that, "Not all organizations have state or local chapters; some, like Educational Research Analysts, have devoted followers who frequently act alone or in concert with other organizations at the local level" (p. 14).

## American Family Association

American Family Association (AFA), based in Tupelo, Mississippi, claims to have 600 chapters throughout the United States. Founded by Donald Wildmon, AFA conducts frequent nationwide boycotts of television networks, advertisers, and retail outlets. In 1991 AFA entered school censorship for the first time when it represented two fundamentalist parents in a legal attack on the elementary reading series, Impressions. AFA sponsors radio broadcasts on 200 stations.

## Citizens for Excellence in Education

Citizens for Excellence in Education (CEE), which claims to have 1,500 chapters (with chapters in each of the 50 states) and over 40,000 parents involved in their activities, has been very active in challenging guidance materials and programs. Based in Costa Mesa, California, CEE is a component of the National Association of Christian Educators (NACE). CEE was founded by Dr. Robert Simonds in 1983. NACE/CEE wants to rid textbooks of all teachings of secular humanism, return faith to the public schools, change atheist-dominated ideology of secular humanism in school texts and curriculum, and promote the election of its members to school boards throughout the country. A goal of CEE is to get an active Christian parents' committee in operation in all school districts so that complete control of all school boards can be obtained.

## Concerned Women for America

Concerned Women for America (CWA), which claims to have more than 500,000

members, was founded in 1979 by Beverly LaHaye, wife of Tim LaHaye, the televangelist who wrote *The Battle for the Mind*. Based in El Cajon, California, CWA is a "pro-family" alternative to the National Organization for Women; it supports state-sponsored prayer in public schools, anti-abortion legislation, and private school tuition tax credits; and it opposes sex education, the Equal Rights Amendment, and curricula that promote secular humanism in the schools. CWA has an education and legal defense foundation that helped fund the plaintiffs in the *Mozert v. Hawkins County* lawsuit in Tennessee. This textbook challenge was brought before the courts because materials in a reading series offended the religious beliefs of a small group of parents.

## Eagle Forum

Eagle Forum, which claims to have a membership of 70,000, was founded in 1972 by Phyllis Schlafly. A pro-family organization offering a "positive alternative" to women's liberation, Eagle Forum often bases its censorship and challenge efforts on the Hatch Amendment, federal legislation that requires schools to obtain parental permission before conducting psychological or psychiatric tests. *The Hatch Amendment applies only to federally funded programs.* However, Eagle Forum uses the Amendment to attack classroom and guidance activities, including open-ended discussions and writing of journals and logs. *Child Abuse in the Classroom*, Schlafly's 1984 book, contains excerpts from public testimony on the Hatch Amendment. Recent Eagle Forum efforts have been focused on AIDS education and, through Eagle Forum, Schlafly promotes an "alternative" sex education curriculum, *Sex Respect*.

## National Legal Foundation

The National Legal Foundation (NLF) was founded in 1985 by Pat Robertson and is affiliated with the Christian Broadcasting Network. The purpose of NLF is "to project a common legal philosophy designed to reclaim the rule in the United States based on Biblical principles." NLF supported the plaintiffs in the Mobile, Alabama secular humanism lawsuit, *Smith v. Board of Commissioners*. NLF funds are used to initiate litigation on topics such as school prayer and home schooling, to formulate legal strategies, and to provide information for its members. Robertson sees public schools as especially dangerous when they take children away from the parents and educate them in a philosophy that is amoral, anti-Christian, and humanistic.

## Educational Research Analysts

Educational Research Analysts (ERA), founded in 1973 by Mel and Norma Gabler, is based in Longview, Texas. The Gablers are known for their reviews of textbooks that are under consideration for adoption in Texas and for their testimony during the Texas state textbook adoption proceedings. The Gablers believe that school textbooks are the primary source of today's declining morality and that the public schools are indoctrinating the public at large through their adherence to the "godless religion of secular humanism." Humanism, according to the Gablers, is found wherever there is dogma on evolution, self-autonomy, situation ethics, death education, and total reading freedom. The Gablers have criticized sociology textbooks for failing to teach moral absolutes and home economics books for encouraging a desire to rebel. Another reason that secular humanism must be

censored from the schools is that it teaches students that they can make independent judgments and decisions. The Gablers testified as expert witnesses for the plaintiffs in the *Mozert v. Hawkins County* textbook trial.

### Focus on the Family

Focus on the Family was founded in 1977 by Dr. James Dobson, who also serves as president of the group. Currently based in Colorado Springs, Colorado, Dr. Dobson reaches large audiences through his 30-minute daily radio broadcast on over 400 stations, a monthly letter to 1.5 million people, *Focus on the Family* magazine with a circulation of over one million, and a book publication program. The cover story for the November 1990 issue of *Focus on the Family* featured a new book, *Children at Risk*, which was co-authored by Dr. Dobson and Gary Bauer, president of the Family Research Council, a division of Focus on the Family in Washington, D.C. In his cover article, Dr. Dobson indicates that the humanistic system of values has now become the predominant way of thinking in most of the power centers of society — including many public schools. He believes the Christian Church and the family are under vicious attack from many quarters and that they alone stand in opposition to vast cultural changes, planned and rooted by the social engineers. "What will life be like in the Western world if secular humanists prevail in the struggle for social dominance?," he asks.

## How Are Authors and Publishers Addressing Challenges?

Actions taken by publishers and authors of Pumsy, DUSO, and Quest (PDQ) also attest to the problems that have occurred nationwide with these three sets of widely used materials. The publisher of Quest has found it necessary to establish an 800 telephone number to assist school personnel who use the materials and become targets of attacks. Several publishers have prepared materials to assist counselors in dealing with inquiries about the content of their materials; two have given permission to reprint the following materials.

Timberline Press, Inc. P.O. Box 70187 • Eugene, OR 97401

## SUGGESTIONS FOR COUNSELORS:
### Helping Parents Be Supportive

**[NOTE: This information sheet has been prepared for counselors and administrators in school districts facing curriculum challenges. It addresses questions that may arise in those school districts.]**

**Do we have support from our state legislature?**

More than a dozen state legislatures have mandated counseling programs in their public schools. Is your state one of them? In even more states, the state educational code lists guidance services and the development of self worth as curriculum goals. This is helpful. It validates our efforts to improve self-esteem skills in children. It also provides a legal framework as we justify programs to parents. Parents understand that local school districts need to comply with state laws and also state codes governing education. Funding is at stake. That is, failure of a school district to provide state mandated guidance services or failure to comply with state educational codes can jeopardize the district's ability to receive funding in those states.

**How often do curriculum challenges occur?**

Curriculum challenges are not uncommon, and they are not limited to the field of guidance materials. Conservative groups also seek censorship in the academic areas of spelling (the WIZARDS program), reading (the IMPRESSIONS program), math and even art. Curriculum challenges regarding PUMSY are generally very limited (approximately 2-3% of parents), but the few parents opposing it can be very verbal.

**Where are curriculum challenges coming from?**

Most challenges to guidance programs are voiced by members of local minority religious groups. It appears, though, that many of these challenges actually originate elsewhere--in other cities, even in other states. School districts in different parts of the country are receiving exactly the same written material, using exactly the same language, challenging counseling programs. That demonstrates that the local challenges are often being orchestrated by a national network seeking censorship in public schools.

**Does it help to give parents information?**

Generally, parental apprehensions are based on good intentions, because parents want what is best for their child. Their reactions can be complicated by a lack of factual information. When parents receive accurate information from knowledgeable sources, they generally are able to resume their support. Give parents the pamphlet titled, YOU'VE ASKED ABOUT PUMSY....It answers questions most often voiced by parents challenging guidance programs.

In some cases, the difficulty is not a lack of information, but an intolerance of educational programs that do not reflect particular religious beliefs. Some parents remove their children from an educational program. They may bring pressure on a school district by seeking the program's removal from district curriculum. These parents take their objections to the school board in an effort to censor programs.

**Will our district prevail in this curriculum challenge?**

Curriculum challenges involving PUMSY nearly always (approximately 90-95%) conclude with the school district prevailing in their right to determine their curriculum. You can feel confident that PUMSY can withstand scrutiny extremely well when the challenge is taken all the way to the school board. Given the opportunity for a fair and objective evaluation, PUMSY is found to be consistent with sound educational practices and supportive of school district objectives. It does not teach a religion, nor does it impose any religious beliefs on a child. Almost without exception, PUMSY is approved by school boards, the challenge is overridden, and the program is resumed in the school district. That indeed is excellent reason to be confident in the process.

Be assured as you deal with these groups that history is on your side. The process can be painful for the community, but school districts must abide by their district and/or state educational codes, most of which include guidance as part of a curriculum, and local districts must affirm their right to select curriculum without intimidation. Minority religious groups cannot be allowed to intimidate any district into discontinuing guidance skills or any other curriculum simply because the programs do not mirror the religious beliefs of the minority group.

**What are the guidelines for teaching religious beliefs in public schools?**

An educational program used in public schools cannot teach a religious faith. Nor can it be removed from a school district solely because it does not conform with the beliefs of any religious group.

**Where does PUMSY stand in relation to the teaching of religious beliefs?**

PUMSY does not teach a religious faith on any level, explicitly or implicitly. It uses no religious symbols and does not seek to implant any religious ideas through any of its activities. This is confirmed by thorough evaluation of school districts across the country. It did use the verbal repetition of concepts, a practice accepted as standard learning technique in our educational system for years. In a recent revision, this activity of repeating concepts was deleted. It is inconceivable that PUMSY or any other educational character could place children in a hypnotic trance.

**How can we respond to parents who continue to press for censorship? What helps districts succeed in retaining programs?**

Give parents a copy of the pamphlet, YOU'VE ASKED ABOUT PUMSY.... Permission to copy the pamphlet is extended to districts. This will answer questions most often asked about the program. Also, explain your district's position in regard to state educational codes and state laws governing guidance programs.

In facing opposition to curriculum, school districts will succeed when they strongly position themselves. The first step, of course, is to get organized. Not all of the steps below have necessarily been taken by the same district, but here are a few keys to success:

1) Understand that the essential ingredient to success is often found in your ability to be ORGANIZED. Don't underestimate the power of a thoughtful and thorough plan. It may be your greatest strength. Your greatest help is probably right there in your own district. So, get organized. Gather a local support team. This is comprised of people

who are informed about the issues of censorship which may be at stake in your district and who will be effective in presenting their views--all the way to the school board if necessary. Meet with the support team and develop a plan of action. The support team might be comprised of the following:

* Two guidance specialists (district counselors, psychologists and/or Director of Guidance). They can provide the organization and the leadership needed to effectively represent the rights of children, parents and others strongly in favor or retaining programs.

* Two supportive parents. Their children have completed PUMSY and these parents can effectively confirm the program's benefits.

* Two classroom teachers. Their classes have completed PUMSY. They can verify positive changes in the classroom environment as a result of the program.

* One administrator. This person is informed about the issues, is acquainted with goals and content of the program, and can address the issue of federal laws and the compliance of the district in this regard.

* One community leader. This person understands the issues, is acquainted with goals and content of the program, and can affirm the importance of self-esteem programs in public schools.

2) Locate your strong support among parents. Inform them about the curriculum challenge. Be sure to provide them with suggested avenues through which they can voice their support. When the majority of parents wish to see a program continue in a public school, that needs to be established as a fact and then clearly conveyed to administrators and to the school board. Parents who want to retain programs have their rights, too, particularly when they form the significant majority.

3) Get help from your state education association. Some associations designate one professional to deal with censorship issues throughout the state. This person can be a gold mine of knowledge, experience and support.

4) Inform yourself and parents about court cases around the country (see enclosed) and also about the Hatch Act--the federal law prohibiting public school curriculum from promoting any religious point of view (this law applies to federally funded programs). The PUMSY programs are in compliance with the Hatch Act.

5) Ask the school district's attorney for a legal "reading" to confirm that PUMSY does, indeed, comply with the federal laws and also your state laws. Share the attorney's summary with dissenting parents.

6) Don't try to meet the challenge on religious grounds. Meet it where it belongs: on educational grounds. PUMSY is not a religious program, nor does it impose religious beliefs onto children. This is not a religious issue, it is an educational and a legal issue. PUMSY must be evaluated on its educational soundness and on its merit as a guidance tool. This is not a religious program, so the religious background of a program's author is also irrelevant as a basis on which to respond to a challenge.

7) Find out what the objecting parents know about the program from their direct experience (such as reading the materials) and distinguish this from rumors to which they may be reacting. Ask parents to be very specific, meaningful, and precise in describing their objection. "The material is New Age" is not specific, not meaningful and not precise. Respectfully ask the parent to show you exactly where--on which page--the program contains ideas that are of concern to them so you can think about how certain language might be altered for clarification. (Some districts will meet with challenging parents only when parents are fully informed, that is, only after reading the entire program.)

8) Encourage parents to read the program, especially unit goals and concepts. Parents owe it to themselves to be informed with facts.

© Timberline Press Inc., 1992
Eugene, Oregon

## You've Asked About

# PUMSY...

PUMSEY IN PURSUIT
OF EXCELLENCE:

**A Self-Esteem Program For Children**

**by**

**Jill Anderson, M.A.**

This pamphlet answers questions commonly asked about the PUMSY self-esteem program. It describes the purpose, use and anticipated results of the program.

---

### What is PUMSY?

When a child enters school, a partnership is formed. Parents want what is best for the child. So does the school. When the partnership works well, the child benefits.

In over 16,000 elementary schools (40% of U.S. elementary schools) an educational guidance program called PUMSY IN PURSUIT OF EXCELLENCE helps schools fulfill their end of the partnership. PUMSY is used in classrooms or small groups. An estimated 4 to 5 million children are learning valuable and long-lasting positive thinking skills through PUMSY.

PUMSY is well-grounded in conventional education techniques; it is structured, sequential and skill-based. It utilizes a comprehensive curriculum approach drawing from a range of academic skills including reading, vocabulary, music, art, and group discussion. Children are invited to share thoughts and experiences in a way that protects the privacy of the family and others.

### Is self-esteem just about "feeling good?

"Feeling good" is risky as the sole measure of self worth Drugs, for example, might help a person "feeling good" temporarily, but they are unacceptable as a measure of enduring and valid self worth. A more dependable and enduring measure is a strong set of mental thinking skills.

For that reason, PUMSY emphasizes the value of teaching children to think clearly. This includes the ability to make good choices, manage conflict, understand consequences deal with loss, be responsible, and respect self and others. PUMSY approaches self esteem a cognitive skill; the goal is not so much to "feel good" as to "think clearly." It strives for a balance between constructive thinking and constructive action. A child who has developed these thinking skills has what we call "high self-esteem."

### Does high self-esteem help a child succeed in school?

Studies show that children with a sense of positive self worth are more likely to succeed in school. They tend to have a higher regard for others, too. When one child learns to make good decisions, solve problems, manage conflict and respect others, the results affect more than that particular child. The benefits are felt at school, at home, and in the community.

When children learn to think clearly and to take construction action, everyone benefits.

**Does PUMSY comply with state and federal education codes and laws?**

State legislatures also recognize the importance of self-esteem skills. Many states have laws requiring school districts to provide guidance programs to help children in this area. School districts across the country have evaluated PUMSY. They confirm that PUMSEY complies with local, state and federal education codes and laws governing guidance programs in public schools. In 1990, the California Task Force on Self-Esteem selected PUMSY as a "model program" for teaching self-esteem.

**Does PUMSY teach a religious faith?**

PUMSY doe not teach a religious faith. Nor does it impose a set of religious beliefs onto children. PUMSY is in full compliance with the federal Hatch Act which strictly prohibits the teaching of *any* religious faith in public schools. PUMSY does support the basic values found in the traditional family, in most religions, and in our western society. Those include self worth, honesty, respect for the family unit, responsibility, and respect for others. The teaching of religious faith is respectfully left to the choice, wisdom and discretion of parents.

**Some educational programs use imagery or visualization. Is this a mystical state? Hypnosis? A form of meditation?**

There is nothing mind-altering,, hypnotic or mystical about PUMSY's use of imagery (the imagination) to practice newly acquired skills. ERIC and PsychLit research reveal that Guided Imaging was pioneered in 1911. It has 80 years of standing history as a successful educational technique. No research reveals that this educational tool in any way harmful.

Many of us learned this technique as children. We closed our eyes and imagined writing spelling words. Or arithmetic facts. Some children can practice these skills with their eyes open. Others get distracted; they concentrate better with their eyes closed. They are not meditating, or being hypnotized, nor are they entering into a mystical state. They are simply shutting out distractions so they can concentrate better. We use imagery in practical ways as adults, too.

**How is PUMSY best incorporated into a school district's curriculum?**

Generally, social skills and feelings of self worth are defined as objectives of the school guidance program. For that reason, PUMSY is often introduced to the classroom through a school counselor because of is or her training in the area of guidance and social skills.

PUMSY is an excellent example of yet another partnership successfully at work in schools: the partnership between the academic curriculum and the guidance department. PUMSEY supports the goals of the academic curriculum through its structure and its activities. At the same time, it supports the goals of the guidance department by helping children develop a sense of positive self worth..

Does PUMSY make a difference in a child's self-esteem?

Research shows a significant improvement in the self-esteem of children who participated in PUMSY as compared with

those who did not. A research abstract is available through Timberline Press.

**About the Author:**

Jill Anderson holds an M.A. in Special Education from the University of Northern Colorado. Non-degree graduate work includes doctoral studies at Northwestern University. She serves as an Advisory Board Member of the National Council for Self-Esteem, and is a recipient of the Foundation for Self-Esteem's Golden Apple Award (1988) for "an outstanding contribution toward the development and furtherance of self-esteem in education."

During Ms. Anderson's 16 years of teaching, she received two federally funded grants (1979, 1980) for developing self-esteem skills in special education students. She is the author of three educational guidance programs: THINKING, CHANGING, REARRANGING (1981 ); PUMSY IN PURSUIT OF EXCELLENCE (1987; and BRIGHT BEGINNINGS (1990).

© 1992 Timberline Press, Inc. Eugene, Oregon

# Tell Me About DUSO...

## Developing Understanding of Self and Others

by

Don Dinkmeyer, Ph.D.
Don Dinkmeyer, Jr., Ph.D.

---

*The following information answers questions commonly asked about DUSO. It describes the overall purpose and desired outcomes of the program.*

AGS
American Guidance Service
Circle Pines, Minnesota 55014-1796

**What is DUSO?**
DUSO is, first and foremost, an educational program, recognizing the relationship between self-esteem and achievement. It has been used effectively in elementary school programs and as part of the educational program for other organizations, including churches, Y groups (YMCA, YWCA), and scouting organizations.

DUSO helps children
- see themselves as capable and worthwhile people with strengths and weaknesses
- develop the courage to stand up for what they believe
- understand that choices lead to consequences and consider the consequences of their choices
- see ways in which they are alike or different from other people and learn to appreciate individual differences

DUSO addresses the relationship between self-esteem and school achievement by helping children recognize their own worth, increase their social awareness, and develop decision-making and problem-solving skills.

DUSO was published in 1971 and revised in 1982. It features stories and activities that give children structured opportunities to understand social and emotional behavior, to practice problem solving in a variety of situations, to learn to listen respectfully to the feelings and opinions of others, and to express their own feelings and opinions. DUSO presents stories and activities about situations that children are likely to encounter in their everyday lives. Each situation includes a problem, the resolution of which requires getting along with others, honesty, and kindness.

Curriculum-related activities provide additional creative, imaginative ways to address each goal. Teachers can incorporate the curriculum activities into traditional subject areas to reinforce DUSO's objectives without requiring additional

teaching time.

**Why are schools concerned with children's self-esteem?**
The early elementary-school years significantly influence the educational development of children. Research studies conducted over the past thirty years have suggested that few factors are more relevant to children's academic success and social development than their feelings of personal adequacy and self-acceptance.

*A child with positive self-esteem is more willing to tackle new tasks without fear of failure, and is more confident about sharing the learning experience in a group setting with others.*

**Why is it important for children to learn about situations that may never happen to them?**
The story topics are typical experiences for many children. It is true that a child may not have experienced a situation—the death of a loved one, for example. However, it is likely that one or more children in the group has had, or will have, a similar experience. One of the goals of DUSO is to help children develop empathy for the feelings and experiences of others.

**Do the activities in DUSO support a particular religious philosophy?**
Although DUSO does not seek to promote the ideas of any religion, the desired outcomes of DUSO—self-worth, good communication, and respect for others—are in harmony with the beliefs of most religions and are moral values shared by society as a whole.

Because DUSO is a group discussion program, most DUSO activities are designed to encourage communication and discussion. Each story or activity is followed by a discussion in which children identify feelings and practice applying their own values when problem-solving a particular situation. Children learn to consider alternatives, in keeping with their own beliefs. They also learn about personal interaction and see that in any given problem not everyone will use the same solution. When their classmates express different opinions, children learn to listen respectfully even though they may not agree.

**How does DUSO encourage sharing of feelings without infringing on family beliefs?**
Learning to listen respectfully to other people, whether or not you feel the same, is an integral part of DUSO. In this way, DUSO activities provide a safe way to practice identifying and expressing attitudes and feelings, while at the same time respecting the child's values.

**What is the purpose of the guided fantasy activities?**
Children's play, from early childhood onward, revolves around fantasy. Fantasy allows children to be spontaneous and imaginative. In a DUSO guided fantasy activity, a script is read by the teacher, and the child creates his or her own image of the situation and visualizes—which is merely another way of saying decides or chooses—what to do. Children's own views, values, and experiences are brought to the activity; no outside philosophy is brought into the experience.

The guided fantasy activities in DUSO help children learn visualization as a way of planning what they might do or say if or when a particular situation arises.

Visualization is a tool that can be used in a variety of ways. For example, athletes are sometimes taught to visualize to see themselves improving a skill such as a backhand tennis stroke. Similarly, musicians use visualization as a way of mentally rehearsing a certain part of a score. Such rehearsal is also used in practicing refusal skills in drug education programs.

The situation presented in a guided fantasy is related to the goal or objective for the particular set of activities; for example, "To be willing to try new or difficult tasks," or "To act on one's feelings with courage." In other activities for the same goal, children consider what story characters might do or role-play a similar situation. In the guided fantasy, they imagine themselves in the situation and think about what they would do.

Each guided fantasy activity begins with a relaxation exercise, which uses a recorded script. The relaxation exercise was included in response to increasing concern about stress in children. It shows them a way to relax their body. The relaxation portion of DUSO is not related to meditation.

**How does a teacher determine which activities to use?**
A teacher chooses activities according to the program goals, the needs of the particular group, and the time available. The variety of activities allows for individual differences in children; some children will respond more freely to dramatic play, others may respond more to music, and others to stories. The activities for each goal are not interdependent; doing every activity is not essential to the success of the program.

**Does DUSO belong in the classroom, or is it a counseling program?**
DUSO has been and continues to be a forerunner in showing how guidance objectives relate to and can be incorporated into the curriculum. According to authorities in school guidance and counseling, the guidance program in an elementary school ideally will have a developmental, curricular portion as well as a consultative, responsive (counseling) model. It is the developmental, curricular portion of the guidance program for which DUSO was developed. DUSO activities can be incorporated into the curriculum, providing the generalized practice that is vital in a developmental guidance program.

**About the Authors**
Don Dinkmeyer, Sr., holds an M.A. degree in education from Northwestern University and a Ph.D. in counseling psychology from Michigan State University. He has also received an Honorary Doctor of Letters degree from Concordia University in River Forest, Illinois. He has written many books and articles on marriage, parenting, and child development, including *Encouraging Children to Learn: The Encouragement Process* (Prentice-Hall, 1963; Elsevier-Dutton, 1979) and *Raising a Responsible Child* (Simon & Schuster, 1973).

Don Dinkmeyer, Jr., coauthor of the revised DUSO programs, holds a Ph.D. in counselor education from the University of Florida. He teaches at Western Kentucky University in Bowling Green. He is a coauthor of *Systematic Training for Effective Parenting* (American Guidance Service, 1989) and *Systematic Training for Effective Teaching* (American Guidance Service, 1980).

A number of post-publication studies have been conducted with DUSO. A list of the research is available from AGS. Studies include:

Gumaer, J. " Medway and Smith's 'An Examination of Contemporary Elementary School Affective Education Programs.'" *Personnel and Guidance Journal* (May 1979) 486-487.

Hadley, H. R. "The Effects of a Self-Esteem Intervention Program on Reading Scores." *The Special Educator* (1987): 12.

©1991, American Guidance Service, Inc.

## *References*

Dobson, J. C. (1990). The second great civil war. *Focus on the Family*. November 1990.

Jenkinson, E. B. (1990). Child abuse in the hate factory. In Ochoa, A.S., *Academic freedom to teach and to learn: Every teacher's issue*. Washington, DC: National Education Association.

LaHaye, T. (1980). *The battle for the mind*. Old Tappan, NJ: Fleming H. Revell Company.

People for the American Way. (1988). *Attacks on the freedom to learn: 1987-1988 Report*. Washington, DC: People for the American Way.

People for the American Way. (1989). *Attacks on the freedom to learn: 1988-1989 Report*. Washington, DC: People for the American Way.

People for the American Way. (1990). *Attacks on the freedom to learn: 1989-1990 Report*. Washington, DC: People for the American Way.

People for the American Way. (1991). *Attacks on the freedom to learn: 1990-1991 Report*. Washington, DC: People for the American Way.

People for the American Way. (1992). *Attacks on the freedom to learn: 1991-1992 Report*. Washington, DC: People for the American Way.

Pages 31-37 printed with the permission of Timberline Press.

Pages 37-40 printed with the permission of American Guidance Services.

## Activity 3

### *Challenges to Guidance Materials and Programs*

1. Present selected content of this section as a lecture. The goals of the lecture will be to:

   Know what materials and programs are being challenged.

   Understand reasons why materials and programs are being challenged.

2. Prepare the following transparencies from masters included at the end of Section II:

   **TR 5** Table 1: Challenges to Specific Developmental Guidance Materials and Programs

   **TR 6** Table 2: Reasons for Challenging Developmental Guidance Materials and Programs

## Activity 4

### *Learning from Author and Publisher Responses*

1. Divide the participants into small groups. Give each group thirty minutes to read the material contained on pages 31-40. Ask each group to prepare a one to two minute presentation on how the authors of PUMSY and DUSO have responded to the following topics:

   Religious Issues

   Guided Fantasy, Imagination, and Visualization

   Family Authority and Beliefs

   New Age-ism

2. Using materials on pages 31-40, prepare a short paragraph that could be used to respond to the following situations:

   A parent has accused you of advocating meditation because you asked middle school students to close their eyes while visualizing themselves in their ideal career.

   You use a specific set of group guidance materials that were recently mentioned in a radio broadcast as undermining parental authority because they teach decision making skills and do not rely on absolute values. Three parents who listened to the broadcast have come to your office and asked the question, "Why do you insist on teaching things that are counter to what we teach at home?"

# Table 1
# Challenges to Specific Developmental Guidance Materials / Programs

| Materials/Programs | 87–88 | 88–89 | 89–90 | 90–91 | 91–92 | TOTAL |
|---|---|---|---|---|---|---|
| Boys Have Feelings Too | | | 1 | | | 1 |
| Bright Beginnings | | | | | 1 | 1 |
| Bridges | | | 1 | | | 1 |
| Changes, Challenges, and Choices | | | | | 1 | 1 |
| Drug Abuse Resist. Educ. (D.A.R.E.) | | | | | 1 | 1 |
| DUSO | | 1 | 2 | 4 | 4 | 11 |
| Human Interaction | | 1 | | | | 1 |
| I am Special | 1 | | | | | 1 |
| Natural Helpers | | 1 | | | | 1 |
| Positive Action | | | | | 5 | 5 |
| Positive Self-Esteem | | | | | 1 | 1 |
| Project Charlie | 1 | | | 2 | | 3 |
| Protective Behavior | 1 | | | | | 1 |
| PUMSY | | 1 | 1 | 6 | 9 | 17 |
| QUEST | 3 | 1 | 5 | 17 | 5 | 31 |
| Secrets | | | 2 | 1 | | 3 |
| Thinking, Changing Rearranging | | | | | 1 | 1 |
| Toward Affective Devel. | | | | | 1 | 1 |
| True Colors | | | | | 1 | 1 |
| Values and Choices | | | | | 1 | 1 |
| TOTAL | 6 | 5 | 12 | 30 | 31 | 84 |

**Data in Table 1 were compiled by Dr. Marla Peterson and Dr. William Poppen, The University of Tennessee, Knoxville, from *Attacks on the Freedom to Learn* (1988, 1989, 1990, 1991, and 1992) published by People for the American Way, Washington, D.C.**

© ERIC/CAPS **TR 5**

## Table 2
## Reasons Given for Challenging Developmental Guidance Materials / Programs

| Reason | 87–88 | 88–89 | 89–90 | 90–91 | 91–92 | TOTAL |
|---|---|---|---|---|---|---|
| "New Age" concerns — hypnotism, self-hypnosis meditation, Far East religions guided fantasy, visualization | | 6 | 6 | 21 | 15 | 48 |
| Undermining parental authority and teaching children they can handle problems on their own | 4 | 6 | 4 | 10 | 25 | 39 |
| Promoting the occult / witchcraft / satanism | 2 | 4 | 6 | 10 | 6 | 28 |
| Using non-directive, liberal, mind control and psychological techniques with students | | | 2 | 12 | 11 | 25 |
| Promoting secular humanism | 3 | 3 | 6 | 5 | 7 | 24 |
| Values clarification | 3 | 1 | 5 | 5 | 1 | 15 |
| Undermining family values | 1 | 3 | 3 | 5 | 2 | 14 |
| Invading student privacy | 2 | 3 | 2 | 2 | 4 | 13 |
| Failing to promote traditional American Values or failing to teach absolute values | 2 | 1 | 2 | 5 | | 10 |
| Having Teachers and untrained persons act as therapists | | | | 4 | 3 | 7 |
| Violating Hatch Amendment | 1 | 1 | | 1 | 1 | 4 |

Data in Table 2 were compiled by Dr. Marla Peterson and Dr. William Poppen, The University of Tennessee, Knoxville, from *Attacks on the Freedom to Learn* (1988, 1989, 1990, 1991, and 1992) published by People for the American Way, Washington, D.C.

© ERIC/CAPS TR 6

# Section III:

## *Professional Actions by Professional Counselors*

## Section III: *Professional Actions by Professional Counselors*

**Goals:**

- Know how to assess current practices before challenges occur.
- Understand responsible actions to take after challenges occur.
- Take stock of what future challenges may occur.

# Before a Challenge Occurs

The old adage that an ounce of prevention is worth a pound of cure definitely applies in determining what to do before a challenge occurs. There are a number of important steps to take to assure that the counselor, the guidance program, and the school will be ready for an attempt to censor or remove guidance programs and materials. It is important that the counselor and the school guidance committee assess current practices.

## Assess Your Practices

A checklist has been developed to help counselors and other school personnel make sure that guidance programs are based on sound practices and that policies are in place should a challenge occur. (The following discussion is keyed to items on the Actions to Prevent Problems Checklist on page 53.)

### Action 1: Base developmental guidance programs on sound educational practices appropriate for the age and maturity level of students.

A sound rationale for guidance practices can serve to thwart many complaints. Programs based on sound educational practices may be challenged, but they are seldom seriously modified. Bjorklund (1990) has suggested that recent court cases (*Hazelwood School District vs. Kuhlmeier* and *McCarthy vs. Fletcher*) have made it vitally important for educators to "have sound educational reasons for the use of the books and materials and should be careful to relate them to the age and maturity level of their students." The cases have resulted in rulings that state that school boards do not violate the First Amendment if the reason for removing the book was related to a legitimate educational concern. It follows, then, that materials can be used if they have a sound educational purpose and if they are deemed suitable for the maturity level of the students.

Some of the complaints about practices in the classroom, assuming that they have been

accurately reported, might have been expected — particularly if counselors were using materials designed for use with students of a different age and maturity level. What might have been an appropriate educational activity for adult students may not have been adequately modified for use with children. Counselors should ask the following questions to determine appropriateness of materials:

- Is the material designed for the age student who is using it?
- Are the materials commonly used by counselors who work with this age student?
- Am I sufficiently trained to use the material?

**Action 2: Relate developmental guidance goals and activities to district and state educational goals.**

**Action 3: Obtain copies of district goals, state goals, state legislation, district policy statements and actions, and lists of student needs.**

The challengers are usually well informed about the "dangers" of the material they oppose but may be less informed about the goals of education. The impetus for the challenger's action might have come from reading a two-page article in a periodical published by one of the groups listed in Section II. Even if the challengers did additional homework before opposing "New Age teachings" in the schools, the sources they are told to read may present the "Christian" perspective. As one fundamentalist parent said, "I have a little boy who doesn't need to relax more. He needs to read, write and do math, not hum a mantra" (Sidebottom & York, 1988, p.11). That perspective is somewhat narrow if it erroneously assumes that the goals of education consist of only the three "R's."

In most cases, the goals of education are sufficiently broad to include developmental guidance curriculum materials. For example, the most recent list of education goals for the state of Tennessee clearly indicates that the schools should be helping students learn how to make effective decisions and to develop a set of values for living. The opportunity to make choices and mistakes under supportive conditions and to establish a personal value system free from bias and prejudice are also listed. The counselor who can point to published and approved goals of education that support the developmental guidance program will have a good first line of defense against a challenge.

Counselors should be able to demonstrate an awareness of the needs of the students they serve and be able to show how guidance and counseling practices respond to the current needs of students. An assessment of needs should be conducted yearly and include input from students, teachers, parents, and other community members.

The most valuable needs survey indicates specific needs that relate to actual practices. The items on the survey ask for more detail than, for example, "Do we have a need for guidance activities in the middle school?" If a developmental guidance program includes a unit on reducing test anxiety, the counselor should

## Actions to Prevent Problems Checklist

- ☐ **1.** Base developmental guidance programs on sound educational practices appropriate for the age and maturity level of students
- ☐ **2.** Relate developmental guidance goals and activities to district and state educational goals.
- ☐ **3.** Obtain copies of district goals, state goals, state legislation, and district policy statements/actions relative to developmental guidance.
- ☐ **4.** Obtain written parental consent for any practices for which federal law or district action requires permission.
- ☐ **5.** Prepare formal statement on policies for selecting print and non-print guidance materials.
- ☐ **6.** Ask Board of Education to act formally on materials selection and materials reconsideration policies and procedures.
- ☐ **7.** Ask Board of Education to act formally on "opting out" policies and procedures.
- ☐ **8.** Obtain assurance from Board of Education that policies and procedures will be followed should a challenge occur.
- ☐ **9.** Use advisory committees and other school and community groups to gain and maintain support for the guidance program.
- ☐ **10.** Have in mind eight to ten individuals who can form a support team should a challenge occur.
- ☐ **11.** Know the names, addresses and telephone numbers of associations that will help should censorship issues and challenges arise.
- ☐ **12.** Read "The School Counselor and Censorship," the position statement of the American School Counselor Association.
- ☐ **13.** Stay informed about court cases that deal with challenges to school materials and programs.
- ☐ **14.** Know the provisions of the Hatch Amendment and recognize that the Hatch Amendment applies only federally funded programs.
- ☐ **15.** Stay informed about the arguments, terminology, and tactics used by challengers.
- ☐ **16.** Let people know about what is right with the guidance program.

© ERIC/CAPS

know the answers to the following questions. Do students in your school report that tests provoke anxiety? If so, how much? Do parents and teachers report student needs in this area? It is not hard to justify teaching students techniques to reduce stress and decrease test anxiety if there is evidence that needs exist.

### Action 4: Obtain written parental consent for any practices for which federal law or district action requires permission.

A possible option is to give parents a "choice" of having their sons or daughters participate in a controversial program. Although the court has ruled this as unnecessary for required courses, it may be one method of satisfying disgruntled parents. It is especially useful if the program is optional, such as a group counseling program for children of divorce. Certain federally-funded programs require parental consent and this is discussed more fully in Action 14.

Some districts obtain parental consent when students register. The statement parents sign informs them, for example, that the school has a program of character education and mentions if the program is required by state regulations. In effect, the procedure informs parents about when their consent is needed before a student can participate in a special program. Some school districts require that the counselor obtain parental consent if a child is provided extended individual counseling (more than three sessions). Parents may also be given the information necessary about what steps they need to take in order to have a student removed from an activity they consider controversial.

### Action 5: Prepare formal statement on policies for selecting print and non-print guidance materials. [TR 7 and TR 8]

Policy statements represent the collective goals of the school district. Individuals who make policies about textbooks should be familiar with four constitutional principles that Haller and Strike (1986) indicate should be operative when making decisions about curricula and textbook conflicts:

1. The Marketplace of Ideas — Protection by the federal courts of the free exchange of ideas (reading, writing, listening, and knowing).
2. The Right to Uphold Community Values — Protection by the federal courts of community values through the recognition of local control of schools.
3. Religious Neutrality — Keeping the school curricula religiously neutral by not adopting anyone's religious views while at the same time not restricting the free exercise of religion.
4. Parents' Rights — Providing parents with two basic choices regarding instruction and curricula that the parents believe to be offensive: the right to withdraw one's child from instruction deemed offensive and the right to make an alternative choice of education for one's child (1986, pp.77-78).

Section IV contains examples of policy statements and a form that may be given to those who wish to challenge the use of specific materials. Guidance is a part of the school curriculum. As such, it seems reasonable that the same policies and procedures that

govern other aspects of school curriculum should also guide matters related to guidance materials. At a minimum, a materials and textbook plan should include the following elements:

1. **Statement of Board Policies**

   What are the objectives of the selection policies?

   Who has responsibility and authority for final selection of materials?

   What types of materials are covered by the policies?

   What cycles of review will be used?

2. **Statement of Selection Procedures**

   What criteria will be used?

   What steps will be used to select the materials?

   How will academic and intellectual freedom be supported in regard to controversial materials?

3. **Statement of Procedures for Reconsideration of Challenged Materials**

   What written forms need to be completed by the challenger?

   Where will the forms be located?

   Who is the official point of contact for challengers?

   How will the reconsideration committee be selected?

   What timelines will be followed in responding to challenges?

4. **Statement of Adherence to Board Policies**

   Reaffirms that all concerned, including Board members, will adhere to the established policies and procedures should a challenge occur.

**Action 6: Ask Board of Education to act formally on materials selection and materials reconsideration policies and procedures.**

It should go without saying that a plan that includes policies and procedures for selection and reconsideration of textbooks and materials should be formally adopted by the Board of Education. However, in some school districts where challenges have occurred, policies had not been formally adopted by the Board.

**Action 7: Ask Board of Education to act formally on "opting out" policies and procedures.**

**Action 8: Obtain assurance from Board of Education that policies and procedures will be followed should a challenge occur.**

Attention to these specific policy actions is cited because in several cases where challenges have been launched school boards found themselves in difficulty because of

inattention to Action 7 and Action 8. Action 7 emphasizes that clear policies must be developed for providing alternative instructional materials and withdrawal from instruction deemed offensive. Action 8 in effect says, "School Board, develop good policies and procedures and follow them."

**Action 9: Use advisory committees and other school and community groups to gain and maintain support for the guidance program.**

**Action 10: Have in mind eight to ten individuals who can form a support team should a challenge occur.**

It is important that parents and members of any school advisory committee be aware of the goals, plans, and objectives of the guidance and counseling program. An advisory committee can be useful unless it becomes a group that actually promotes unnecessary controversy. One district started an advisory committee but found that the meetings became a battleground rather than a means of reviewing the goals and objectives of the program.

Under most circumstances, advisory committees and support teams can be most useful in gathering community support for well-designed and educationally sound guidance materials should a challenge occur. *In case after case, other voices from the community have been instrumental in counteracting the wishes of a small, but vocal, minority.*

**Action 11: Compile a list of the names, addresses, and telephone numbers of associations that will help should censorship issues and challenges arise.**

Whether assistance is sought from external groups when censorship activities and challenges arise depends on the type of activity and how the activity is pursued by the challenging group. In many cases, open communication between the challengers and school personnel will result in a resolution that meets the individual needs and rights of the challengers but at the same time respects the rights of the majority. If, however, such resolution cannot be obtained, the organizations listed in Section IV may be helpful in dealing with a challenge.

**Action 12: Read The School Counselor and Censorship, the position statement of the American School Counselor Association.**

*The School Counselor and Censorship*, the position statement of the American School Counselor Association is included in Section IV. Read it.

**Action 13: Stay informed about court cases that deal with challenges to school materials and programs. [TR 9]**

The best admonition is to seek the advice of legal counsel if a challenge occurs. However, an understanding of some of the cases that may have implications for challenges to school guidance programs and materials helps counselors understand whether precedents have been established.

***Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853 (1982).** The Board of Education, reacting to a request from a politically conservative organization, demanded that certain books be removed from high school and junior high school libraries because said books contained "anti-American, anti-Christian, or anti-Semitic ideas." Students brought legal action against the School Board, claiming the Board was denying the students their rights under the First Amendment. The district court ruled in favor of the Board. The students appealed this decision, and the Court of Appeals ruled in favor of the students. In a 5-4 decision, the Supreme Court upheld the students' challenge. A clear majority of the Court held that school boards do not have unrestricted authority to select library books and that the First Amendment is implicated when books are removed arbitrarily. Denial of access to ideas, if that was the intent of the Board, was a violation of the Constitution. *The majority of the Court condemned politically motivated book removals but strongly suggested decisions based on educational suitability would be upheld, particularly where a regular system of review with standardized guidelines were in place.*

***Smith v. Board of School Commissioners of Mobile County*, 827 F2d 684 (11th Cir. 1987).** The plaintiffs, Christian Evangelical parents and citizens in Mobile, Alabama, brought a lawsuit against the School Commissioners alleging that the school system was teaching the tenets of an anti-religious religion called "secular humanism." They based their claim on the notion that teaching of this religion violated the First Amendment's Establishment Clause, which forbids government from promoting any or all religions. They requested that 44 elementary through high school textbooks (history, social studies, and home economics) be removed. The Federal District Court agreed with the plaintiffs on some of the textbooks and barred their use in Alabama Schools. The U.S. Court of Appeals for the Eleventh Circuit reversed this decision, finding that the books in question to have "appropriate secular effect of attempting to instill in public school children such values as independent thought, tolerance of diverse views, self-respect, maturity, self-reliance, and logical decision-making, without precluding possibility that religion was source of moral values."

***Mozert v. Hawkins County Board of Education*, 827 F.2d 1058 (6th Cir. 1987).** Representatives of seven Tennessee families with children in grades one through eight challenged the mandatory use of certain reading textbooks. They felt the texts promoted values offensive to their religious beliefs and constituted a violation of the Constitution's guarantee of religious freedom. The plaintiffs' claim was rejected by the U.S. Court of Appeals for the Sixth Circuit. A key issue in the Court's opinion centered on the fact that none of the students had ever been required "to say or do anything that required student to affirm or deny a religious belief or to engage or refrain from engaging in any act either required or forbidden by the student's religious convictions." The Court found that the Constitution does not require school curricula to be

revised substantially to accommodate religious views. The plaintiffs assumed that the presented material was intended to be viewed as a fact. However, the school board contended, and the court agreed, that the material was designed to allow students to think critically and draw their own conclusions.

***Capistrano Parents Committee for Academic Freedom vs. Capistrano School District*, Case No. 46-02-32 (Superior Court of the State of California, County of Orange, 1987).** Petitioners believed that their religious rights under the free exercise of religion clause of the First Amendment had been violated due to the fact that material in *Project Self-Esteem* conflicted with their religious beliefs. Rather than requesting that their children be excused from the program, they sought to terminate the program and deny other citizens the right to have their children participate in the program. Two petitioners submitted declarations. One petitioner indicated that the content of *Project Self-Esteem* contained "blatantly religious concepts and techniques which remain both spiritually dangerous and highly offensive to those who hold traditional, historic Christian beliefs and practices." The petitioner did not state in what manner these concepts were religious but elected to make a broad, general statement. A second petitioner filed a declaration in which he stated, " . . . government is giving a state-sponsored advantage to secular and humanistic beliefs and values." The defendants argued that, "As a method of legal attack they have sought to cloak their legal argument in terms of the establishment clause and attack what is a secular program as a religious one since other legal arguments have failed." The judge ruled that, "A number of grounds are urged by petitioner but after examination of the entire record the inescapable conclusion appears that the action has no merit." The judge indicated that, "Absent from serious contention of harm to the mental or physical health of the children of this State or to the public safety, peace and order or welfare, a mere personal difference of opinion as to the curriculum which is taught in our public school system does not give rise to a constitutional right in the private citizen to control exposure to knowledge."

### Action 14: Know the provisions of the Hatch Amendment and recognize that the Hatch Amendment applies only to federally funded programs.

Counselors should note that the Hatch Amendment has made parental consent necessary for some Federal programs. The Department of Education issued regulations for the Hatch Amendment in 1984. The regulations have three conditions that must be met before the act is applicable: (1) Federal funds must support the program, (2) the program must be experimental or used to demonstrate a new approach to an educational problem, and (3) testing or treatment must result in the student revealing personal information. Generally any test or program that is not a routine practice and is supported by federal funds requires parental consent (Kaplan & Geoffroy, 1987).

### Action 15: Stay informed about the arguments, terminology, and tactics used by challengers.

This suggestion may be somewhat difficult to follow because, as Myrick and Jackson have noted, concerned citizens' groups publish extensive lists of key words to identify suspect materials (1982). A number of trigger words are open to attack from parent groups. Role-play, fantasy, guided imagery, self-understanding, and even career education have appeared on one or more of these lists of words or phrases. Nonetheless, attempts should be made to avoid using educational jargon that might lead to questions. When clear language is used to describe exactly what is done with children, there is less possibility of disputes between parents and counselors. Counselors should also have an exact list of which activities are used or not used from a set of curriculum materials. Counselors should not, for example, lead parents to believe all activities in the DUSO curriculum materials are used if, in fact, they are not. That particular kit of materials is so extensive that it would be nearly impossible to use every activity and every enrichment exercise. Timberline Press has suggested that certain Pumsy activities, such as "Let's Imagine," be deleted if considered controversial for the school population.

How do counselors stay abreast of the beliefs and ideas of fundamentalists, the groups of people who are currently the source of many challenges? Their beliefs and ideas are not secrets. Carl Thomas reports on the enormity of the Christian press (1983). Nearly every large city has one or more Christian bookstore carrying books written by fundamentalists. Periodicals such as *Christian Herald* and *Christianity Today* are readily available. *The 700 Club* is shown on television stations across the United States and is just one example of television programs that present fundamental beliefs. *Focus on the Family* presents daily broadcasts on radio stations in every state and in foreign nations. There are approximately 1500 Christian radio stations in the United States. One of the best sources of what is hot and what is not in the conservative movement is the Focus on the Family *Citizen* magazine and the *Washington Watch*. Additional sources of information are found on the teaching of these groups in Section IV.

What tactics and arguments do fundamentalists use? Donelson (1987) listed the arguments consistently presented by fundamentalists challengers to materials used in the schools.

One argument used by fundamentalists is that the curriculum materials do not present all sides of an issue. Counselors might present meditation as a means of having students solve a problem but not advocate what the fundamentalists consider to be an even better method: the use of personal prayer.

A second argument is that many of the problems of children and youth would be solved if our nation got back to Christian morals and fundamentals. In other words, the fundamentalists are saying that their objectives are the same as the counselor's and ask, "Why don't you join us in trying to save our youth?"

A third strategy is to oppose "modern methods" and suggest that more traditional methods be employed. Values should be taught but not with the value neutral "values clarification" method. "Correct" values, intended to build character, should be taught. McGuffy Readers should replace current reading material. Sex education programs should teach students to abstain from sex rather than provide instruction about how to use a condom or have "safe sex."

Fundamentalists have curriculum materials they would like to see used instead of materials currently in use. In Tennessee, a specific curriculum was named in state legislation and was to be implemented as a character education program. Districts were expected to use the program (a K-6 curriculum developed by the American Institute for Character Education of San Antonio, Texas) or a comparable program approved by the State Board of Education. Focus on the Family has developed a sex education program they want placed in schools. It is interesting to note that the materials endorsed by the fundamentalists often include educational methods and techniques they say they oppose; for example, role-playing and identifying alternative solutions to problems are used in the program designed by the American Institute for Character Education.

Another tactic is to point out how counselors, librarians, and other educators have removed sexist material from career development books and materials. The question is then asked, "You removed books for feminists and race and ethnic groups so why can't you honor our request?"

Another argument is that counselors are, perhaps unwittingly, promoting dangerous ideas from a group bent on eradicating Christianity from our nation and winning our children over to the forces of evil. A variation of this idea is that you shouldn't teach our children ideas that oppose our religious beliefs. "We are taxpayers and we should have a right to have our children educated only according to our beliefs."

The steps necessary to minimize problems from challengers requires vigilance on the part of the school counselor. Taking the actions listed above will not guarantee that the program will remain free from challenges, but it will help the counselor to be ready if and when someone attempts to censor guidance materials or program practices.

### Action 16: Let people know about what is right with the guidance program.

While preparing this document, the authors attended several community meetings that had been organized by special interest groups for the purpose of requesting schools to stop using a set of developmentally sound guidance materials. At one meeting, the selective use of passages from the materials in question and the pairing of these passages with obscure quotes obtained from other documents were designed to give an impression to the 300+ parents in attendance that hypnotism was the primary tool used by elementary counselors. If these parents had not been previously informed about the role of counselors and developmental guidance, the stage was set that evening for parents to act with outrage.

Counselors must become advocates for their programs. Parents, community members, school board members, and all school personnel must be continually informed about the many positive things that counselors do to help students develop to their full potential.

## After a Challenge Occurs

What strategies do fundamentalists use when they make a challenge? Fundamentalists have been given a challenge. Beverly LaHaye has reminded them that they are taxpayers who are the "salt and light," a biblical reference to the salt of the earth and the light of the world. "How do we draw children to Christ when they've been educated in a value-less, anti-Christian atmosphere?...we must be more involved in civic affairs—serving on the school board or influencing curriculum" (1990, p.19).

Focus on the Family *Citizen* readers have been directed to do their homework by reading books about the dangers of the New Age movement (Hinduism, transcendental meditation, and spiritualism) before opposing New Age teachings in the schools (Sidebottom & York, 1988). Readers are to take action by knowing what their children are reading. They are urged to get into the local schools, to join the PTA, to get on a textbook selection committee, and to run for the school board. At public meetings readers are instructed to speak up politely, yet firmly, for equity in print. Furthermore, fundamentalists are advised to attend board meetings and to "rely on God's guidance; it's His battle." Confrontation was recognized as unpleasant, but needed, to get results and to help Christians become more like Jesus Christ (Swank, 1990).

Porteous (1991), who is no doubt the most outspoken opponent of the fundamentalists, contends that their efforts are more devious than those listed above. He warns that there is a militant movement whose goal is to reconstruct American society according to the Bible. The new religious right has obtained much needed unity, has shifted its target from national politics to the local and state level, and is developing "troops" to carry out their goals. SWAT teams for Jesus are being formed from high school students. According to Porteous, the teams are taught ways to use classrooms for Christ.

### Typical Challenge Scenario

When a challenge is made, the first step in most districts is that an individual parent will direct a complaint to a specific school or a specific counselor within the school. The initial attack is at the grassroots level. This is important for counselors to remember. It is the reason they need to be informed. Complaints rarely begin at a central office or even with an administrator. The first contact is with a counselor, a librarian, or a teacher.

If a parent is not satisfied with the initial response, the following steps usually occur. First, a group will appear at a local meeting of the school board, PTA, or a curriculum selection committee meeting. Almost simultaneously there will be letters to the editor of local newspapers and calls made to local "talk" radio shows. Community meetings are called with speakers who present the conservative views about the schools and who distribute literature about the concerns of the "citizen" group. Local media provide news coverage of all of the events. A petition to the school board usually follows. Lawsuits may be threatened or filed. New school board candidates, representing the conservative views, appear. Some suggest that the steps recycle every three to five years when new topics and issues are challenged.

What responses are made once a challenge comes? Suggestions in the next sections have proven to be useful in deflecting or defeating challenges.

## Responsible Actions by Responsible Counselors [TR 10]

### Action 1. Listen carefully to those who express special concerns.

Counselors have been trained to use listening skills and skills for conflict resolution. The problem is that it is difficult to do what is known to be best because, as previously noted, the challenger frequently arrives unannounced. One middle-school counselor reported that a parent entered the school office and asked to see the guidance curriculum being used in her daughter's classroom. After looking at the materials, she removed a list of controversial books from her purse and went directly to the library to look for a copy of one of the books. Her next stop was to peruse the science materials. Although she had not made an appointment with the principal, the counselor, the librarian, or the science teacher, she expected to be shown materials on the spot.

Another counselor tells about a parent handing her a copy of Phyllis Schlafly's book, *Child Abuse in the Classroom*, during a Sunday morning church service and suggesting that the counselor should read the book so that she didn't become misguided about what to do in the school. School counselors, even those who are Christians, are viewed by some of the fundamentalists as indoctrinated by the secular humanists and advocates of the New Age movement.

The point is that the counselor rarely knows what the challenge will be, when it will happen, or who will make it. When the specific challenge comes the counselor needs to do a number of things. The most important response is to use the skills of listening and respect. Anderson, the author of the Pumsy materials, notes that two types of parents will make a complaint (undated). Both types are fearful that their children will not be provided a good education and that their children will not develop or maintain their faith in Christ. One type of parent is open to new information and recognizes that the fear may have been based on rumor. The other type of parent is also fearful but determined to complete a mission. The second type of parent wants to change the direction of education in our nation. The goal is to incorporate Christian views in the schools. They are firmly convinced that there is a plot to convert children to a New Age religion or directly to the worship of Satan. Effective and respectful listening will usually resolve the concerns of the first type of parent and will serve to defuse some of the anger of the second type of challenger.

### Action 2. Avoid debate, but do state the basis for current practices.

How should counselors react to statements and arguments made by challengers? Perhaps Donelson's advice is good (1987). He suggests that debate be avoided; merely explain your position. Fundamentalists rarely give their personal opinions, instead they quote the Bible (Porteous, 1991). They also repeat their assumption that, "We are a Christian nation." The counselor needs to make the point that currently we are a nation with laws enforcing separation of church and state. In Section II, Anderson makes the point that federal laws separating church from state do not

allow her to teach a sectarian religious view. She claims that her materials are not contrary to Christianity and invites challengers to look at the program goals and objectives. She, furthermore, encourages parents to take over where the Pumsy program stops and enrich the program with a spiritual component at home.

Counselors, without heated argument, can stress that the activities used in programs are based on educational research and practice. The Dinkmeyers, who authored the DUSO program, point out that the imagination exercises and relaxation methods are based on sound educational research rather than New Age writings (1991). These methods are learning tools not religious tools.

Another strategy to use with these parents is to show them that you know what the courts have ruled about the use of materials in the guidance program. For example, the State of California Superior Court ruled in 1985 that *Project Self-Esteem* used in the Capistrano Unified School District did not violate parents' rights to the free exercise of religion. The courts ruled that the project was not a religious program and that it did not involve the provision of psychological treatment. Furthermore, the Court ruled that parents' rights of privacy were not violated.

School counselors and other educators have often taken a stance in recent years not to argue with those who challenge the use of certain guidance and counseling materials. The thought has been that there is little likelihood of changing the minds of the challengers. That strategy worked well when most of the challenges were taken to the courts for resolution. Recent challenges are being resolved in the political arena—in local board meetings and legislative hearings. While arguing with the challengers may not convince or change their thinking, a danger exists in remaining too quiet. The danger is that neutral parties may believe the ideas of the challengers if they are not refuted.

What should be done to be sure that the majority of the public gets a chance to hear both side of a challenge issue? How should specific attacks be refuted? What questions should be asked of the challengers? Here are some ideas for responding to specific challenges.

## Challenge: Parents are becoming alarmed about the New Age movement.

## Response:

Parental alarm is not new. There has been an alarm of some magnitude about every ten years since the 1960s. The object of the alarm has changed, but the complaints made by parents remain the same. In the sixties members of the John Birch Society and various other groups challenged communistic brainwashing in the schools. A few years after that the concern was about secular humanism destroying Christianity by taking over the public school curriculum. More recently, there was a fear that occult forces were trying to invade our schools. The present alarm is another of a continuing attempt to find an "alien" religion, New Age religion, in the public schools (Jenkinson, 1992). Each time concerned parents have argued that there was a conspiracy to invade our

schools and rob our children of their good senses, the fears have proven to be unfounded. There has been no concerted effort by educators to convert students to communism, secular humanism, or the occult. Proof of a New Age movement attempting to take over our schools is not available. The writings of Dobson and Bauer (1990), Tim LaHaye (1980), and others offer various accusations but no substantive proof of a New Age movement in public schools.

### Challenge: Untrained people are using therapeutic techniques.

### Response:

Some educational methods are similar in form to therapy but are not psychological treatments. Instead, these are educational procedures used from a developmental perspective *to prevent problems*. The contention that counselors are going into classrooms and hypnotizing entire classes is ridiculous. It is unlikely many counselors in the schools are skilled in using hypnosis because it is not a technique normally taught in school counselor preparation programs. If counselors did have these amazing powers, we suspect that they would try to help students improve their grades instead of inducing children to use drugs or have sex, as charged by one challenger spokesperson (Twente, 1991).

### Challenge: There is a probable violation of the Hatch Amendment.

### Response:

The Hatch Amendment applies only to federally funded programs designed to explore or develop new and unproven teaching methods (Kaplan & Geoffroy, 1987). The regulation refers to student rights in research, experimental programs, and testing. Only a student, parent, or guardian of a student directly affected may file a complaint under this regulation. Generally accepted goals of guidance, such as teaching of decision making skills, are not mentioned as exclusions anywhere in the amendment; therefore, it is hard to imagine a complaint being upheld.

### Challenge: Where is the research support for what you are doing?

### Response:

If an educational method is general practice, there usually is support. Medical doctors rarely have the research in their office to support the techniques they use, but it does exist. Educators, especially school counselors, need to gather the research support for a practice instead of being caught off guard and accepting the allegation that methods are unproven. There is research support for guidance and counseling activities and there is a need to disseminate it more widely.

The suggestion that counselors should avoid debate with challengers does not mean that counselors should avoid asking questions of challengers. What questions need to be asked? How should challengers be questioned about their allegations?

Challengers often use unverified testimony of parents and psychologists as fact. They also rely on one or two articles. For example, Dr. Susan Black (1991) has written an article, often quoted by challengers, that questions self-esteem methods. Dr. Black, however, writes about her work in the schools of New York without reporting either data or references. The authors of a book that does report the results of a survey of 286 students contend that students were subjected to demonic influences (Anderson & Russo, 1991). The results would hardly seem sufficient to serve as an indictment of public education because the students were not attending public schools. Instead they were all enrolled in one Christian high school. Rather than responding to vague complaints, educators need to request that challengers prove their allegations. Challengers have no evidence that the use of guidance and counseling materials inflicts emotional damage on children.

Asking for specific information and evidence can serve to point out how much misinformation and oversimplification is included among the allegations of the challengers.

### Action 3. Handle complaints with carefully constructed procedures.

Prior to receiving a challenge, school districts need to establish procedures to handle complaints about controversial materials and programs in the schools. Once a complaint has been received, the procedures should be followed. At times, issues can be handled at the school building level; however, less conflict seems to occur if challenges are taken to a school district office. Complaints should be made in writing and clearly indicate who is making the complaint and why. A response should be made only after school district personnel have had time to consider the complaint and obtain any legal counsel that might be needed. The response should be made in writing and should indicate action to be taken and any right of appeal available. A number of state departments of education have developed model policies on the selection of instructional materials. (Section IV contains additional information on selection policies and procedures.)

### Action 4. Keep the focus of the complaint on the material rather than on the guidance and counseling program.

In some instances the challenge has gone beyond attacking specific materials or activities. Attempts have been made to remove the entire guidance service or the use of all rather than a portion of a developmental guidance program. In at least one case the challenge has resulted in the removal of the counselor's service from the school. In another case, a statewide pilot program was dropped. This is one way the challenges to counseling and developmental guidance have differed from those attempts to censor library books and school newspapers: There is no attempt to remove the library from the school or to stop employing a librarian. The counselor should make every attempt to keep the attention of the complaint as narrow as possible. Counselors and educators

should diminish any attempt by the challenger to broaden a complaint to include all guidance and counseling services.

**Action 5. Ask for assistance.**

Counselors should consult other specialists in the district when a challenge occurs. Districts have legal staff who can provide advice on specific cases. One district in Tennessee handled all of the challenges through the district office but required counselors to submit copies of their plans for developmental guidance activities to the office weekly . The district had a guidance curriculum with goals, objectives and activities. In addition, counselors were asked to report what activities were actually used.

Publishers and professional associations are also excellent sources of help. Materials like those presented in Section II are available from publishers. Professional associations have position statements on censorship and guidelines to help counselors and school districts develop procedures for selecting and using material in the schools. Examples of these position statements, along with a number of useful resources, are found in Section IV.

## Future Challenges: What Can School Personnel Expect?

During the 1991-92 school year, four of the five most frequently challenged school materials were those used in developmental guidance programs: *Pumsy: In Pursuit of Excellence, Quest, Positive Action,* and *DUSO (Developing Understanding of Self and Others).* Rounding out the top five was the *Impressions* reading series (People for the American Way, 1992, p.187).

The number of challenges to school guidance materials, however, provides only a partial view of the dynamics that surround the ever-increasing attacks on school guidance materials and programs. The authors believe it might be helpful if we share some of the experiences we have encountered during the past three years. As word spread about our research on challenges to school guidance materials and programs, letters and telephone calls to us also increased. Here is a sampling *from the past twelve months:*

- On a late Friday afternoon, a counselor from South Dakota calls one of the authors at home. She needs materials and help quickly. On Tuesday she must appear before the School Board and defend the use of a set of challenged materials.
- A lawyer from a respected law firm that represents 400 of the school districts in the state and who is defending an elementary counselor from a midwest state in both state and federal courts calls to see if the authors can serve as expert witnesses in a case involving the use of a self-concept development game.
- A counselor from Montana calls and requests materials by fax by noon. "Fax me anything you have regarding challenges." Both the counselor's and the principal's jobs have been threatened.
- In response to a 10:00 a.m. telephone call, we go to a meeting that night. Flyers

have been circulated throughout the city. Two out-of-state speakers are urging parents to attend meeting to learn how school guidance materials are using mind-control techniques. We listen. We learn from a psychiatrist that hypnosis is a technique employed by school counselors. We are saddened by the portrayal of the profession in this manner before 200 citizens.

- A reporter from the a major daily newspaper in South Carolina calls. He is writing a story on "challenges" in South Carolina. We talk with him.
- We are invited to make a presentation at a statewide guidance association meeting. The room overflows and counselors line up in the hallway because of their interest in the topic. Following the presentation, the spouse of a newly elected state senator comes forward and quietly shares some information: One week after the spouse's election, mail and calls had been received regarding school curriculum materials.
- A reporter from a major daily newspaper in the state of Washington calls. She is writing a story on a "challenge" court case in Washington. We talk with her.
- Two letters from counselors in Pennsylvania await us as we return in January 1993 from holiday break. Both are facing challenges.
- A curriculum director in Illinois shares a copy of an analysis of the Pumsy program completed by a professor of Psychiatry and Pediatrics at The University of Chicago. Her school district felt it necessary to draw on the expertise of the medical profession to defend the use of Pumsy.
- A publisher calls and requests any research evidence we have that self-concept development programs work. They are conducting a workshop for professionals who will use their new set of materials. The materials have already been challenged twice.

We learn from these calls, letters, and experiences at professional meetings. We think it is appropriate to share some of the themes that may be present as we look at what the future might hold in the way of challenges to school guidance materials and programs:

- In our nation's history, the far left has launched challenges to school materials. But in the 1990s it will be the far right who will continue, as has been the case in the 1980s, to challenge school guidance materials. These challenges will be based on strongly held religious convictions.
- Challengers will increasingly want to know whether school personnel are appropriately prepared and trained to use developmental guidance materials.
- More challenges will be made on the basis that counselors are using personality testing techniques without proper authorization from parents. The counseling field must have carefully articulated definitions of what constitutes personality testing.
- New materials released by publishers will be reviewed by groups that frequently

challenge school materials. In the future, there will be more requests from counselors and challengers for field testing data and research data on new and revised editions of developmental guidance materials.

- Newsletters and periodicals prepared and edited by challengers will continue to proliferate. Some of these publications are already designed for counselor, teacher, school administrator, and school board audiences. Counselors must become very educated readers of these publications.
- Court cases in Washington and Michigan and elsewhere about the use of self-concept and self-esteem materials should be monitored. Case law is beginning to build, as in the Capistrano, California, case on *Project Self-Esteem*. Here the judge ruled that the challenges by petitioners had no merit.
- The American Counseling Association and the American School Counseling Association are urged to become more active in continuing the work they have already begun on assisting counselors and schools who face challenges.

In his newly released book, *Free Speech for Me—But Not for Thee: How the American Left and Right Relentlessly Censor Each Other* (1992), Nat Hentoff quotes a statement by A. Bartlett Giamatti in his last formal remarks as President of Yale University. Giamatti's remarks should serve as a reminder to all of us that,

*There are many who lust for the simple answers of doctrine or decree.*
*They are on the left and the right.*
*They are not confined to a single part of the society.*
*They are terrorists of the mind.*
*—A. Bartlett Giamatti*

## *References*


Anderson, J. (undated). Inquiries about Pumsy in Pursuit of Excellence. Personal correspondence.

Anderson, N., & Russo, S. (1991). *The seduction of our children*. Eugene, OR: Harvest House Publishers.

Bjorklund, E. C. (1990). School book censorship and the first amendment. *The Educational Forum*, 55, p. 46.

Black, S. (1991). Self-esteem sense and nonsense. *American School Board Journal*, July, 27-29.

Dinkmeyer, D., & Dinkmeyer, D., Jr. (1991). *Tell me about DUSO*. Circle Pines, MN: American Guidance Service, Inc.

Dobson, J., & Bauer, G. (1990). *Children at risk:The battle for the hearts and minds of our kids*. Pomona, CA: Word.

Donelson, K. (1987). Six statements/questions from the censors. *Phi Delta Kappan*, 69 (3), 208-214.

Haller, E. J., & Strike, K. A. (1986). *An introduction to educational administration: Social, legal, and ethical perspectives*. New York: Longman.

*Hazelwood School District v. Kuhlmeier*, 108 S. Ct. 562 (1988).

Hentoff, N. (1992). *Free speech for me—but not for thee: How the American left and right relentlessly censor each other*. New York: HarperCollins.

Jenkinson, E. (1992). The search for alien religions in school textbooks. *Educational Horizons, 70* (4), 181-188.

Kaplan, L., & Geoffroy, K. (1987). The Hatch Amendment: A primer for counselors, Part 1. *The School Counselor*, 35, 88-95.

LaHaye, B. (1990). Social challenges. *Christian Herald*, 113 (1), 18-19.

LaHaye, T. (1980). *The Battle for the Mind*. Old Tappen, NJ: Power Books.

Myrick, R., & Jackson, B. (1982). The confrontation and education of Mr. Periwinkle. *Elementary School Guidance and Counseling, 17* (1), 39-48.

People for the American Way. (1992). *Attacks on the freedom to learn: 1991-1992 Report*. Washington, DC: People for the American Way.

Porteous, S. (1991). *Jesus doesn't live here anymore*. Buffalo, NY: Prometheus.

Sidebottom, W., & York, F. (1988). They teach New Age in New Mexico's schools. *Citizen*, July, 1988, 10-11.

Swank, J. (1990). Speaking the truth in love. *Christian Herald*, 113 (5), 62.

Thomas, C. (1983). *Book burning*. Publisher: Good News.

Twente, G. (1991). Lecture at Red Bank School, Chattanooga, TN.

## Activity 5

*Lecture: Before a Challenge Occurs*

1. The goals of this lesson are to:

- Know how to assess current practices before challenges occur.
- Understand responsible actions to take after challenges occur.

2. Make copies of the Actions to Prevent Problems Checklist on page 53. Have each participant complete the checklist after posing the following question:

   How many of the actions on this checklist have been completed for your school district?

3. Using material presented in Section III, discuss each point on the checklist. Prepare the following transparencies to aid in discussing Actions 5 and 13 on the checklist.

   **Action 5: TR 7** Four Principles Based on the Constitution

   **TR 8** Elements of a Materials Selection and Reconsideration Plan

   **Action 13: TR 9** Four Court Cases

## Activity 6

*After a Challenge Occurs*

1. Prepare the following transparency:

   **TR 10** Responsible Actions by Responsible Counselors

2. Using material presented in Section III, discuss the material on **TR 10**. This discussion leads naturally into addressing the cases presented in Activity 3.

## Activity 7

*Responsible Actions: Three Cases*

**Case l:** *Voices for Children* **Newsletter**

1. Make copies of the *Voices for Children* newsletter at the end of this section. Ask counselors to read the newsletter as though they were one of the counselors referred to in the text. Explain that the newsletter is a composite of several newsletters that have actually been distributed in various communities.
2. Ask participants to respond to the following questions designed to stimulate thinking about fielding and addressing challenges:

   If the newsletter appeared verbatim in the *Daily Tribune*, a local mass-circulation newspaper, would you respond with a letter to the *Tribune* editor? Why or why not?

   Suppose this newsletter is widely read in the community. How would you address questions from concerned parents about what you are "teaching" their children in the guidance program?

   Which of the claims against PUMSO bothered you the most?

**Case 2: The Advance Party**

Two parents arrived unexpectedly. They want to see the PUMSO materials. They have also requested to see *all* materials you use in conducting *all* guidance activities. They want to know where you got your degree and what qualifications you have for using hypnotic techniques. Further, they want to know if you have trained classroom teachers to use PUMSO and if you consider teachers to be trained therapists.

1. What would your opening statement be after you discovered the purposes of their visit?
2. Would you show the parents the PUMSO materials during the first visit? Why or why not?
3. How would you respond to their request to review *all* your materials?
4. What would your response be to their question, "Do you consider teachers to be trained therapists?"
5. Will you ignore their statement implying that you use hypnotic technique? Why or why not?

**Case 3: The Request to Reconsider**

Eight parents have filed a written request to remove PUMSO from use in all schools in the district. They allege that, "after PUMSO is introduced by the counselor, PUMSO is being used in a therapeutic way by teachers who are untrained therapists and that certain activities in PUMSO lead to increased drug abuse as reported in a reputable newsletter. Further, the use of PUMSO leads children to assume more authority than children should be given and that activities in PUMSO contradict important values that are taught in Christian homes. Guidance counselors are also requested to stop all activities that involve the use of hypnosis."

1. The superintendent of schools has asked you, a guidance counselor, to prepare a short, three to four paragraph statement to help him respond to the request to stop using PUMSO. He plans to share your statement with the "Reconsideration Committee" that has been established in accordance with policies and procedures previously adopted by the Board of Education. Prepare the statement.
2. Ask three to five participants to assume the roles of Reconsideration Committee members. Have several participants "appear" before the committee to present their prepared statements and answer any questions that the committee may have.

# FOUR PRINCIPLES BASED ON THE CONSTITUTION

1. Marketplace of Ideas
2. Right to Uphold Community Values
3. Religious Neutrality
4. Parents' Rights

Source: Emile J. Haller and Kenneth A. Strike, *An Introduction to Educational Administration: Social, Legal, and Ethical Perspectives.* (New York: Longman, 1986, 77-78.)

© ERIC/CAPS TR 7

# ELEMENTS OF A MATERIALS SELECTION AND RECONSIDERATION PLAN

1. Statement of Board Policies
2. Statement of Selection Procedures
3. Statement of Procedures for Reconsideration of Challenged Materials
4. Statement of Adherence to Board Policies

© ERIC/CAPS TR 8

# FOUR COURT CASES

**Board of Education Island Trees Union Free School District No. 26 v. Pico**

---

**Smith v. Board of School Commissioners of Mobile County**

---

**Mozert v. Hawkins County Board of Education**

---

**Capistrano Parents Committee for Academic Freedom vs. Capistrano School District**

© ERIC/CAPS TR 9

# RESPONSIBLE ACTIONS
# by
# RESPONSIBLE COUNSELORS

**ACTION 1:** Listen carefully to those who express special concerns.

**ACTION 2:** Avoid debate, but do state the basis for current practices.

**ACTION 3:** Handle complaints with carefully constructed procedures.

**ACTION 4:** Keep focus of complaint on material rather than on guidance and counseling

**ACTION 5:** Ask for assistance.

© ERIC/CAPS TR 10

# Voices for Children

"Listen, my son, to your father's instruction and do not forsake your mother's teaching." Prov. 1:18

Vol. 2, No. 1 Jan/Feb 1992 Editor: Betsy Price 555-2211

As Christian parents we have the responsibility to fight the use of non-Christian educational materials in our public schools. If we are not diligent in our efforts, the good, honest values we have tried to teach our children at home and in church will be replaced with New Age, secular humanist values.

I began investigating the school curriculum three years ago when my son, Scotty, began to show signs of dramatic personality change. In trying to discover the cause, I found that Scotty, and all other children in his third grade class, were participating in a non-academic, values clarification program called "PUMSO."

Some of the changes in my son's formerly stable personality were as follows: bed wetting, refusal to eat meat, self-deprecating remarks, depression, and refusal to sing the hymns in church. Other parents have spoken to me about the same drastic changes in their children.

I feel that these changes can be directly linked to involvement with the PUMSO program. A Christian psychologist who examined Scotty said that his symptoms were a result of psychological conflict caused by the non-Christian values being promoted in his classroom. Who was he to believe: the parents and pastor he loved and respected, or the teachers and guidance counselors who had power over him seven hours a day, five days a week?

Upon further investigation, I found that PUMSO uses psychological techniques such as group therapy, guided visual imagery, relaxation training, and psychodrama to instill New Age values into children. More importantly, the guidance counselors and teachers using the program often have nothing more than a bachelor's degree. To me, it is obvious that these people are practicing psychology without a license, which is totally unethical!

The New Age values that PUMSO promotes directly contradict everything my son and many other children have been taught is right. This program condones homosexuality, pre-marital sex, drug and alcohol use, open marriages, and atheism as viable alternative lifestyles for those who choose them. Everything is framed in terms of situational values. According to PUMSO, there are no rights or wrongs, a position many concerned Christians like myself find repugnant.

I think I have made clear the danger of guidance counseling programs such as PUMSO. Now it is up to you as Christian parents to take a stand. Clearly, use of these materials should be banned from public schools. However, the fight against such materials is often met with great resistance. For example, when I challenged my son's school about the negative effects of PUMSO, the guidance counselors told me that any problems my son was

having were caused by his father and me.

Nevertheless, there are things we can do. I was able to have my son removed from the PUMSO program based on the fact that is is non-academic, and takes away from his education. You can use this approach as well.

I would also encourage you to review your child's books and find out about the activities in your child's class. Talk to the teacher and school guidance counselors to find out what kind of values they have. Most importantly, talk to other Christian parents. Get organized! Distribute copies of this newsletter to members of your church. As a group, make your feelings and opinions known to members of the school board. Let the board know you will not tolerate use of curriculum materials which promote New Age values or occult activities.

Finally, pray. It is only with the help of the Lord that we will overcome the evil practices in our school system (Romans 12:19).

Order your copy of

**Guidelines for Inspecting Guidance Materials**

by

L.L. Roberts, Ph.D

Send $14.95 to Wisdom Press, Box 77, East Hampton Way here in the city. Mail by March 1 and you will receive a free copy of an updated list of "Materials of Concern to Parents."

**If you are concerned about what your child is being taught in school, come to this important meeting...**

**Dr. J. Millcroft will discuss**

**how to get rid of the use of mind-altering techniques used by guidance counselors**

**how to restore the right values that should be taught in our schools**

**how to write a policy that school boards will adopt**

**Date:** **February 27**
**Time:** **7:00 p.m.**
**Place:** **Spring Meadow Middle School Auditorium**

**Dr. Millcroft is a certified Psychotherapist who has assisted the Springfield Public Schools in developing a policy that we may want our Board to adopt.**

# Section IV:

## Resources on Challenges and Censorship

# Suggested Readings

**These books and periodicals may aid in helping counselors understand viewpoints held by those challenging school guidance materials and programs.**

## Books and Monographs

Dobson, J. & Bauer, G. (1990). *Children at Risk: The Battle for the Hearts and Minds of Our Kids*. Pomona, CA: Word Publishing.

Hunt, D. (1983). *Understanding the New Age Movement*. Eugene, OR: Harvest House Publishers.

LaHaye, T. (1980). *The Battle for the Mind*. Old Tappan, NJ: Fleming H. Revell Company.

Marrs, T. (1987). *Dark Secrets of the New Age*. Westchester, IL: Crossway Books.

Schlafly, P. (1984). *Child Abuse in the Classroom*. Alton, IL: Pere Marquette Press.

Vitz, P. (1986). *Censorship: Evidence of Bias in our Children's Textbooks*. Ann Arbor, MI: Servant Books.

## Periodicals and Newsletters

*Christian Herald*

*Christianity Today*

*Citizen*, published by Focus on the Family.

*Focus on the Family Magazine*, published by Focus on the Family.

**The following books and periodicals may aid in helping counselors understand viewpoints held by those opposing censorship.**

## Books and Monographs

American Library Association. (1989). *Intellectual Freedom Manual*. 3rd ed. Compiled by Office for Intellectual Freedom. Chicago, IL: American Library Association.

American Library Association and American Association of School Administrators. (1988) *Censorship and Selection: Issues and Answers for Schools*. Chicago, IL: American Library Association; and Arlington, VA: American Association of School Administrators.

Downs, R., & McCoy, R. (Eds.). (1984). *The First Freedom Today: Critical Issues Relating to Censorship and to Intellectual Freedom*. Chicago, IL: American Library Association.

Hoffman, F. (1989). *Intellectual Freedom and Censorship, An Annotated Bibliography*. Metuchen, NJ: Scarecrow Press, Inc.

Hulsizer, D. (1989) *Protecting the Freedom to Learn*. Washington, DC: People for the American Way.

Ochoa, A. (Ed.) (1990). *Academic Freedom to Teach and to Learn: Every Teacher's Issue*. Washington, DC: National Education Association.

Porteous, S. (1991). *Jesus Doesn't Live Here Anymore*. Buffalo, NY: Prometheus.

Rogers, D. (1988) *Banned!: Book Censorship in the Schools*. New York: Julian Messner.

## Periodicals and Newsletters

*Forum*, a quarterly newsletter of the People for the American Way Action Fund.

*Right-Wing Watch*, a newsletter of the People for the American Way.

*Newsletter on Intellectual Freedom*, a bi-monthly newsletter published by the American Library Association.

**The following articles and papers are particularly relevant to counselors who want to become more informed about censorship.**

## Articles and Papers

Alexander, J. E., Rowell, C. G., & Heathington, B.S. (1989). Coping with textbook controversies: From policy development to implementation. *Book Research Quarterly*, Summer, 51-64.

Donelson, K. (1987). Six statements/questions from the censors. *Phi Delta Kappan*. 69(3), 208-214.

Balajthy, E. (1988). *Confrontation and alienation: Education's flawed response to religious textbook objections*. Paper presented at 32nd annual meeting of the College Reading Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED 297 297)

Hunter, J. D. (1990). Modern pluralism and the first amendment: The challenge of secular humanism. *The Brookings Review*, Spring, 20-27.

Kaplan, L., & Geoffroy, K. (1987) . The Hatch Amendment: A primer for counselors. *The School Counselor*, 35, 88-95.

Parker. F. (1988). Textbook censorship and secular humanism in perspective. *Religion and Public Education*, 15(3), 2435-250. (ERIC Document Reproduction Service No. EJ 392 856)

Rotter, J., (Ed.). (1982). *Elementary School Guidance & Counseling, 17* (1), 4-48. (ERIC Document Reproduction Service No. EJ 270 863) [Note: This special issue focuses on censorship.]

Schott, J. (1989). Holy wars in education. *Educational Leadership, 42* (7), 61-66.

## Updating Your Knowledge About Censorship and Challenges

On a topic as volatile as censorship and challenges, planning a response requires the most up to date resources available. Fast breaking new developments and legal decisions can be extremely important regarding what should and *should not* be done.

An excellent ongoing resource is ERIC. A computer search of ERIC on CD ROM or a full data base search can provide materials which may be only a few months old. For more information on available ERIC access points call ACCESS ERIC at 1-800-USE-ERIC. For information on pre-packaged ERIC /CAPS materials, call (919) 334-5100 and ask for ERIC/CAPS.

## Selected List of Groups Concerned About School Materials and Programs

**American Family Association**
P. O. Drawer 2440
Tupelo, MS 38803

**Concerned Women for America**
P.O. Box 20376
El Cajon, CA 92021

**Eagle Forum**
Box 618
Alton, IL 62002

**Educational Research Analysts**
P. O. Box 7518
Longview, TX 75601

**Focus on the Family**
P.O. Box 3550
Colorado Springs, CO 80935-3550

**National Association of Christian Educators/Citizens for Excellence in Education**
Box 3200
Costa Mesa, CA 92628

**National Legal Foundation**
P.O. Box 64845
Virginia Beach, VA 23464

## Selected List of Groups Concerned About Censorship and Challenges to Developmental School Guidance Programs

**American Library Association**
Office for Intellectual Freedom
50 East Huron Street
Chicago, IL 60611
Phone: 312 / 944-6780

**American Counseling Association**
5999 Stevenson Avenue
Alexandria, VA 22304
Phone: 703 / 823-9800

**American Association of School Administrators**
1801 North Moore Street
Arlington, VA 22209
Phone: 703 / 528-0700

**American Association of School Libraries**
50 East Huron Street
Chicago, IL 60611
Phone: 312 / 944-6780

**American Federation of Teachers**
555 New Jersey Avenue, N.W.
Washington, DC 20001
Phone: 202 / 879-4400

**American Civil Liberties Union**
22 East 40th Street
New York, NY 10016
Phone: 212 / 944-9800

**American School Counselors Association**
5999 Stevenson Avenue
Alexandria, VA 22304
Phone: 703 / 823-9800

**Americans United for Separation of Church and State**
900 Silver Spring Avenue
Silver Spring, MD 20910
Phone: 301 / 588-2282

**National School Boards Association**
1680 Duke Street
Alexandria, VA 22314
Phone: 703 / 838-6789

**Association for Supervision and Curriculum Development**
1250 North Pitt
Alexandria, VA 22314-1453
Phone: 703 / 549-9110

**Council of Chief State School Officers**
379 Hall of the States
Washington, DC 20001
Phone: 202 / 393-8161

**Freedom to Read Foundation**
50 East Huron Street
Chicago, IL 60611
Phone: 312 / 944-6780

**International Reading Association**
444 North Capitol Street, N.W.
Washington, DC 20001
Phone: 202 / 347-3990

**National Coalition Against Censorship**
132 43rd Street
New York, NY 10036
Phone: 212 / 944-9899

**National Council for Social Studies**
3501 Newark Street, N.W.
Washington, DC 20016
Phone: 202 / 966-7840

**National Council of Teachers of English**
1111 Kenyon Road
Urbana, IL 61801
Phone: 217 / 328-3870

**National Education Association**
Human and Civil Rights Division
1201 16th Street, N.W.
Phone: 202 / 833-4000

**People for the American Way**
2000 M Street, N.W., Suite 400
Washington, DC 20036
Phone: 202 / 467-4999

# Statements by Professional Associations

## American Association of School Administrators

A 1988 resolution by the American Association of School Administrators (AASA) stated:

> *AASA is concerned about indiscriminate, arbitrary, and/or capricious efforts to censor and limit academic freedom. AASA urges school boards to adopt appropriate policy for the selection, evaluation, and removal of instructional materials.*

## American School Counselor Association

The American School Counselor Association (ASCA), Alexandria, Virginia adopted a 1985 position statement, *The School Counselor and Censorship*. With ASCA's permission, the statement has been reproduced in its entirety and is found at the end of this list of statements by associations.

## American Library Association

*Library Bill of Rights*

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in their fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted by the ALA Council on June 18, 1948 and amended February 2, 1961, June 27, 1967, and January 23, 1980. Reprinted with permission of American Library Association.

## Association for Supervision and Curriculum Development

The American Association for Supervision and Curriculum Development (ASCD) has several resolutions that deal with censorship and activities of pressure groups.

### Censorship

ASCD recognizes that censorship limits students' access to information. Such action reduces the range of information available to students and violates their right to explore ideas.

ASCD should specifically state its opposition to censorship and encourage its membership to take those actions necessary to ensure students free access to information, to provide open exploration of alternative views, and to foster freedom of thought. (1982)

### Dangerous Organizations and Other Pressure Groups

ASCD reaffirms the need for educators to consider the viewpoints of all citizens and to respect the rights of individual students, recognizing that eduction in a pluralistic society cannot be dominated by the wishes of any single interest group. (1986)

ASCD recognizes the great danger posed by groups like the Ku Klux Klan, the American Nazi Party, and ROAR (Restore Our Alienated Rights). ASCD should disseminate this concern through communication channels of the organization. (1976)

To assist school staff members and school boards who may become involved in controversies, ASCD (1) urges its members to heighten their collaboration with professional organizations concerned with academic freedom and censorship, (2) should provide information that informs school personnel of the goals and tactics of special interest groups, and (3) should monitor and publicize successful strategies for dealing with controversial issues and extremist groups. (1986)

## The National PTA®

The National PTA® has resolutions on libraries, public schools, and censorship and textbook credibility. In addition, they have position statements on selection, review, and removal of educational materials, school libraries and the PTA, and the role of PTA in reviewing instructional materials. Permission to reproduce the following resolution and two position statements has been granted by the National PTA, 700 N. Rush Street, Chicago, IL 60611-2571.

### Resolution

(Adopted by the 1983 convention delegates)

LIBRARIES, PUBLIC SCHOOLS, AND CENSORSHIP

Whereas, The PTA believes that students need to have access to information and to explore and experience the diversity of ideas in a pluralistic society; and

Whereas, The PTA supports the rights of individual parents to guide their children in choosing appropriate reading material; and

Whereas, Attempts to limit what all children read are occurring in the United States; and

Whereas, These attempts focus on public and school libraries, textbooks, and other required reading materials; now therefore be it

**Resolved,** That the National PTA actively support the American Library Association's Library Bill of Rights, as adopted January 23, 1980; and be it further

**Resolved,** That the National PTA reaffirm its stand to encourage the establishment of local school system policies to ensure the rights of educators, parents, and other community members to assume roles in the selection and/or review of educational materials; and be it further

**Resolved,** That educators, parents, and other community members assume roles in the selection and/or review of library materials.

## Position Statement

(1982, amended 1989)

SELECTION, REVIEW, AND REMOVAL OF EDUCATIONAL MATERIALS

The PTA believes that students need to have access to information and to explore and experience the diversity of ideas in a pluralistic society.

The PTA encourages the establishment of local school system policies to ensure the rights of educators, parents, and other community members to assume roles in the selection and/or review of educational materials. This process should include procedures for selecting materials appropriate to a comprehensive curriculum.

The PTA recognizes that textbooks are only one aspect of an instructional program and that establishment of curricular standards that emphasize intellectual stimulation and analytical thinking is the key to maximum student growth.

## Position Statement

(Revised and reaffirmed 1981)

THE ROLE OF PTAs IN REVIEWING INSTRUCTIONAL MATERIALS

It is recognized that parents have a genuine interest and concern in the educational quality of instructional materials—learning systems, textbooks, and other learning materials—as used by their children in schools. It is further recognized that most state and local school boards delegate the responsibility for evaluating and recommending instructional materials to the professional staff of the school systems. Local board policies and state regulations govern the evaluation, selection, and adoption of instructional materials as well as the choice of individuals who may be involved in the process.

It is, therefore, appropriate that PTAs become informed concerning procedures for selecting instructional materials in their respective states, and where the laws do not prohibit such action, urge state and local boards of education to provide for a process whereby lay citizens may be involved. Lay citizens can reflect the sensitivities of the larger community, while being careful that rights guaranteed by the Constitution are not abridged.

In states where legislation makes it impossible for such procedures to be implemented, PTAs should be encouraged to petition their legislators to make the necessary changes in the state law.

# Selection Policies and Procedures

## Suggestions for Items to Include in a Policy Statement

Reviewing examples of policy statements developed by other school districts would be a good place to start if a district is developing a materials selection policy or if a district is reviewing its existing policies. Many state departments of education have also developed model policy statements for use by schools in their respective state.

An example of a policy statement for a specific school district, Appleton (Wisconsin) Area School District can be found in Appendix B of

> Protecting the Freedom to Learn, A Citizen's Guide by Donna Hulsizer. Published in 1989 by People for the American Way, 2000 M Street, N.W., Suite 400, Washington, D.C. 20036

An example of a policy statement developed by a specific state department of education, the Iowa Department of Public Instruction, can be found on pages 79-85 of

> Censorship: A Guide for Successful Workshop Planning by Linda Schexnaydre and Nancy Burns. Published in 1984 by Oryx Press, 2214 North Central at Encanto, Phoenix, Arizona 85004.

Items to consider when constructing each section of a model statement are listed below. In most cases, developmental guidance materials will be included in an overall set of district-wide instructional materials policies and procedures.

## Preamble or Introduction

1. State that it is the policy of the School Board to select materials in keeping with local and state education goals.
2. Declare that it is the policy to provide a wide range of materials that present different points of view.
3. Cite any legal references that refer to materials selection and retention.

## Responsibility for Selection of Materials

1. State that the School Board is legally responsible for matters related to the operation of the school district.
2. Delegate responsibility for the selection of instructional materials to the professionally trained and licensed or certified staff of the school district.
3. Specify if textbooks are to be formally adopted by the School Board. [Note: Many school districts require this since textbooks constitute the major content of the curriculum.]

## Criteria for Selection of Materials

1. Credibility and qualifications of authors.
2. Scope of the materials.

3. Format and technical quality.
4. Validity, reliability, accuracy and completeness.
5. Degree of bias or objectivity presented and statement that biased or slanted materials may be provided to meet specific curriculum objectives.
6. Clarity, logical development, and sequences of the content.
7. Aesthetic appeal to the imagination, senses, and intellect so that the user's taste and sense of artistic appreciation will be developed (quoted directly from the Appleton (Wisconsin) Area School District policy statement).
8. Statement that materials will be selected that respect women, minority and ethnic groups, the elderly, and the handicapped, and realistically represent our pluralistic society. [Note: See Iowa Department of Public Instruction Statement for expanded wording on additional statements on selecting materials that represent a pluralistic society.]
9. Price.
10. Suitability for maturity level of student.
11. Other features, such as readability, difficulty levels, prior learning required of students, in-service required of teachers.

## Procedures for Selection of Materials

1. State that the responsibility for media center and library materials selection should be delegated to the media specialist and librarian.
2. Provide for the inclusion of other school personnel in the media center and library materials selection process.
3. Encourage parents, citizens, and students to make recommendations for selection of media center and library materials.
4. State who is responsible for and administers the textbook selection process.
5. State the textbook adoption cycle and rotational schedule.
6. Form textbook selection committees that are representative of the instructional area and level.
7. Acquire examination copies of textbooks and supporting materials.
8. Delineate the decision-making chain. Suggestion: Selection committee makes recommendation to person identified in Procedure 4 who reviews and presents any differences to Selection Committee so differences can be adjudicated prior to submission to School Board.
9. Describe process for placing materials on display so that Board members may examine materials prior to adoption.
10. State policies on the use of textbooks in pilot or experimental programs. Many districts require Board approval prior to program implementation.

11. State procedures for selection of supplementary materials going beyond the normal parameters of the curriculum. State whether such materials need to be discussed with the principal or appropriate supervisors prior to their use. Include a statement on the use of supplementary materials that are senstive in nature.

## Use of Controversial Materials

1. Recognize that parents have the right to object to a specific instructional material being used with their children. However, no parent or organization has a legal right to impose on the rights of other parents or children to have access to materials that have been selected in accordance with school goals and in accordance with policies and procedures established by the Board.
2. State whether permission letters should be sent to parents when teachers elect to use materials that may be controversial in nature to achieve educational goals and objectives. List what should be contained in a permission letter.
3. State Board policy on providing alternative learning materials when objections are raised to a particular set of materials.

## Procedures for Handling Challenges

1. Be clear about the fact that any resident or employee of the school district may raise objections to instructional materials even though the individuals selecting the materials were duly qualified and followed Board policies and procedures for selecting the materials being challenged.
2. State that the school staff member who receives a complaint should immediately report the challenge to the principal. Efforts should be made to resolve the challenge at the building level.
3. Outline details relative to who will inform the challenger about the district's selection policies, criteria for selection, qualifications of those persons selecting the materials, and reasons and purposes for the selection.
4. Outline details (should informal building-level resolution not be accomplished) as to who should inform the challenger about formal procedures that must be followed if a challenge is to be continued.
5. Outline specific procedures for a formal challenge to materials. Ask that all formal challenges be made in writing on a Request for Reconsideration form (similar to the one found at the end of this list) which should be obtained from and returned to the principal. Determine which school official will receive forms that are returned to principals. Set specific timelines (two weeks are recommended) for sending the request for reconsideration through the Superintendent of Schools to a Materials Review Committee for re-evaluation.
6. Make specific provisions for the composition of the Materials Review Committee. The Appleton (Wisconsin) Area School District has elected to establish a review committee of 11 members:
   - one teacher appointed annually by the district superintendent;

- one building-level media specialist designated annually by the district superintendent;
- two members of the school administration (building or central office) appointed annually by the district superintendent;
- five members from the community appointed annually by the Appleton PTA Council; and
- two high-school students selected annually by a process determined at each high school.

7. Describe how the Materials Review Committee will function and how its officers will be elected. Determine whether the Chair and Secretary of the Committee will be school employees. [Note: Many districts elect not to have a school employee serve as Chair but require a school employee to serve as Secretary.] Specify that an annual meeting will take place to elect officers, review Board policies, review past censorship problems and challenges, and review specific procedures for handling challenges. State that the Superintendent shall call special meetings when challenges occur. The Appleton (Wisconsin) Area School District has established procedures for meetings dealing with a formal challenge:
   - Copies of the completed and signed reconsideration request form are distributed to review committee members.
   - Copies of the challenged materials will be distributed to committee members for their review.
   - The complainant (if he or she so desires) will be given an opportunity to speak to and expand on the formal challenge.
   - Reviews of the material from professional journals and other sources will be distributed when available to the committee.
   - The review committee may request that individuals with special knowledge be present to provide information about the material in question.
   - The complainant shall be kept informed by the secretary on the status of the complaint and be given notice of all appropriate forthcoming committee meetings.
   - All meetings of the committee are to abide by the provisions of the Wisconsin open-meetings law.
   - The committee's final recommendation will be: (1) to take no removal action, (2) to remove all or part of the challenged material, (3) to allow the use of alternate titles, selected by the appropriate school personnel, or (4) to limit or restrict the educational use of the challenged material.
   - The written recommendation of the review committee and its justification shall be forwarded to the Superintendent of Schools for appropriate action, to the complainant, and to the schools in the district from which the complaint originated.

- Any review committee recommendation and subsequent decisions by the administration may be appealed to the Board of Education for a final decision.

8. State that the materials in question will remain in use pending resolution of the challenge but, in some circumstances, alternate materials may be made available to children of the challengers.

# Request for Reconsideration

Please complete this form and submit it to *(insert name of administrator)* by *(insert date)*. District Policy *(insert #)* and related Procedures *(insert #)* explain the processes and timelines that will be followed upon receipt of this form by the above named administrator. Copies of these policies are available upon request.

Title: _____

Author: _____

Publisher: _____

Publication date: _____

- ☐ Text
- ☐ Library Book
- ☐ Magazine
- ☐ Film/video
- ☐ Other

If Other, Explain _____

Request initiated by: _____

Street address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Citizen represents:
- ☐ Self
- ☐ Organization (Identify)
- ☐ Other group (Identify)

1. Please city specific pages in the book or materials which contain material to which you object. _____

2. Why do you object to the use of this material? _____

3. Have you read or reviewed the entire contents? ☐ Yes ☐ No

4. What pages or portions did you read or view?

5. What would you like your school to do about this material?
   - ☐ Do not assign or recommend it to my child.
   - ☐ Place on restricted use (parental approval required).
   - ☐ Other

Comments: _____

_____ _____

Signature Date

For District Use: Date Received: By Whom _____

ERIC CLEARINGHOUSE ON
Counseling
And
Personnel
Services

# CAPS DIGEST

December 1992 EDO-CG-92-10

# Challenges to and Censorship of School Guidance Materials

*Marla Peterson and William Poppen*

### The Right to Challenge/The Right to Respond

Textbook controversies are not new. Throughout the history of public education in the United States there have been well-intentioned groups that thought they had detected a conspiracy to subvert the nation's children. However, specific challenges to school guidance materials are rather recent phenomena—occurring primarily after 1960. This can partly be attributed to the fact that many schools simply had no counselors prior to that time. However, developmental guidance materials have been discovered and they are being challenged.

A challenge should not be equated with censorship. Some parents, for personal reasons, may request a school to provide alternative guidance materials or to have their children excused from certain guidance activities. Many schools will accommodate these requests. Censorship, however, is a main tactic of some national organizations that want to change the way schools select and use educational materials. Censorship, as defined by the American Library Association's Intellectual Freedom Committee, is the removal of material from open access by government authority (American Library Association, 1988). Censors try to impose their views by deciding what others should not read, see, or hear.

Special interests groups are trying to force many school systems to remove or alter developmental guidance materials and practices. The freedom of these groups to speak and write is guaranteed by the First Amendment; however, some of these groups are unwilling to grant such freedom to those who hold opposing views. Special interests groups are an essential ingredient in a democracy and contribute to the formation of public policy, but they can also be a negative and restrictive force.

Few challenges by special interests groups reach the courts, but self-censorship happens. A group makes itself known and a counselor silently retreats from the use of established materials and practices. The special interests group goes away and so do some developmentally-appropriate guidance materials.

### What Developmental Guidance Materials Have Been Challenged?

Each year, People for the American Way, an organization that is opposed to censorship, compiles a list of challenges to school textbooks and materials. This annual compilation includes attempts to remove guidance materials, library books, textbooks, films, and other instructional materials. A review of the four most recent annual reports indicates that a wide array of guidance materials have been challenged in various school districts throughout the United States. It is important to note that in the vast majority of cases where challenges have occurred, school boards have elected to retain and use the challenged materials.

### Reasons for Challenging Developmental Guidance Materials

An analysis of 53 recent challenges which occurred in 1988-1991 reveals that the following reasons were those most frequently cited by challengers:

- "New Age" concerns—hypnotism, self-hypnosis, meditation, Far East religions, guided fantasy, visualization
- Undermining parental authority/family values and teaching children they can handle problems on their own
- Promoting secular humanism

Other reasons, "having teachers and untrained persons act as therapists," "having children harmed in some way because of exposure to certain material or practice," and "using materials unproven by research" seem to be emerging as three that challengers are citing more frequently.

### What Are the Pivotal Issues?

The challengers have the right to challenge. If that opportunity does not exist, there is little reason for the First Amendment to exist. When public schools are involved, however, a number of pivotal issues become apparent. Items deemed by the state to be in the best interest of all students are not always acceptable to certain parents and special interests groups. Even after thorough adherence to materials selection policies, a school district that adopts a set of materials for counselors to use in helping build self-esteem may find itself the subject of charges by selected parents and, in some cases, well-financed special interests groups. *How can the rights of the many be protected and the rights of the minority be accommodated?*

Parental and community involvement should be encouraged. At issue, here, is the notion that a small, vocal minority, often well-organized and well-financed by legal defense funds, can make it appear as though it represents the community as a whole. Group guidance and health education activities related to sex education and AIDS education have been opposed in certain communities. In some cases a small group of parents has requested the removal of a state- or locally-developed sex-education curriculum and requested that one which meets their criteria be substituted for the "offending" curriculum. *Should materials that have been selected on the basis of carefully-designed procedures and policies be altered, removed, or replaced when opposition by a few emerges?*

Not only has the use of certain developmental guidance materials been challenged, but the freedom to counsel in both individual and group settings has been questioned on occasion. Sometimes it is the use of materials which has caused certain groups to call for the removal of school counselors. During the 1989-90 school year the Armstrong County Taxpayers League of Armstrong, Pennsylvania objected to some developmental guidance materials (People for the

American Way, 1990). In addition to requesting the removal of guidance materials, the League campaigned to remove all guidance counselors.

Counselors must assess whether they are functioning in an environment where the school board has a commitment to free expression or whether it is a board which placates a vocal minority. In some cases, counselors may find themselves working with board members who have been elected with the support of special interests groups whose agendas include forcing their viewpoint on materials selection and curriculum practices. *To what extent are counselors free to use certain materials that support the goals of the school without fear of retribution and, at the same time, to what extent do counselors have support for designing alternative programs to meet unique student and parental needs?*

Counselors have sought ways to encourage students to sort out their own values. However, such activities become troublesome to certain parents who confuse values education with morality education. Many school personnel choose to avoid private morality topics, which they believe are better left to the home and church.

Some parents believe that religious beliefs and private morality issues should have a place in the school curriculum. The stated goal of several special interests groups is to bring public education under the control of Christians. The absence of references to religion by guidance materials and textbooks authors, counselors, and teachers have brought accusations that the schools are in fact practicing religion—the religion of secular humanism. *To what extent should private morality be addressed in the nation's public schools?*

The **pivotal issues** surrounding challenges to school guidance materials and programs can be further reduced to two very important questions that must be addressed if schools are to deal effectively with challenges to developmental guidance materials: (1) *Who determines what school guidance materials are used in public schools?* and (2) *Is the role of schools seen primarily as a place where diverse ideas should be presented and explored or is the role of schools to be primarily that of transmitting community values?*

## Responsible Actions by Responsible Counselors

### Before a Challenge Occurs

Peterson and Poppen (1992) have developed a 16-item *Actions to Prevent Problems Checklist* which outlines steps that school districts and counselors can take to prevent the likelihood that challenges will result in censorship. The 16 actions are not arranged in order of importance, but four may be of high priority for many counselors:

- Base developmental guidance programing on sound educational practices which are appropriate for the age and maturity level of students.
- Relate developmental guidance goals and activities to district and state educational goals and to student educational needs.
- Ask the Board of Education to act on materials selection and materials reconsideration policies and procedures.
- Read "The School Counselor and Censorship," the position statement of the American School Counselor Association.

### After a Challenge Occurs

If challenges happen, responsible actions are needed by school counselors:

- Listen carefully to those who express special concerns.
- Avoid debate, but do state the basis for current practices.
- Handle complaints with carefully constructed procedures and accurate records of all contact and actions.
- Keep the focus of the complaint on the material rather than on the program.
- Ask for assistance from other district personnel, publishers (several publishers of "challenged" guidance materials have excellent printed materials for use in "challenge" situations), and professional associations.

## Conclusion

Rights of the many must be protected and rights of the minority must be accommodated. To achieve this end, school counselors must know why challenges to school guidance materials are occurring and the pivotal issues which accompany these challenges. Counselors must assure that developmental guidance programs are based on sound educational practices and that responsible actions are taken if a challenge occurs.

## References


American Library Association and American Association of School Administrators. (1988). *Censorship and selection: Issues and answers for schools*. Chicago, IL: American Library Association and Arlington, VA: American Association of School Administrators.

Balajthy, E. (1988). *Confrontation and alienation: Education's flawed response to religious textbook objections*. Paper presented at 32nd annual meeting of the College Reading Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED 297 297)

Dobson, J. & Bauer, G. (1990). *Children at risk: The battle for the hearts and minds of our kids*. Pomona, CA: Word Publishing.

Peterson, M., & Poppen, W. (1992). *School counselors and the first freedom: A guide for responding to challenges to developmental guidance materials and programs*. Unpublished manuscript under development, University of Tennessee, Knoxville.

Hoffman, F. (1989). *Intellectual freedom and censorship, An annotated bibliography*. Metuchen, NJ: Scarecrow Press, Inc.

Parker, F. (1988). Textbook censorship and secular humanism in perspective. *Religion and Public Education, 15*(3), 245–250. (ERIC Document Reproduction Service No. EJ 392 856)

People for the American Way. (1990). *Attacks on the freedom to learn*. (Annual report). Washington, DC: Author.

Rotter, J. (Ed.). (1982). *Censorship in the classroom. Elementary School Guidance and Counseling, 17*(1), 4–48. Special issue which contains six articles on humanistic education and New Right censorship. (ERIC Document Reproduction Service No.EJ 270 863)



*Marla Peterson is Professor of Educational and Counseling Psychology at the University of Tennessee in Knoxville.*

*William Poppen is Professor of Educational and Counseling Psychology at the University of Tennessee in Knoxville.*



*This Digest was developed by the ERIC Clearinghouse on Counseling and Personnel Services (CAPS) with funding from the Office of Educational Research and Improvement, U.S. Department of Education under contract number RI88062011. The opinions expressed in this report do not necessarily reflect the position or policies of OERI or the Department of Education. ERIC Digests are in the public domain and may be freely reproduced.*

*ERIC Clearinghouse on Counseling and Personnel Services (CAPS), 2108 School of Education, The University of Michigan, Ann Arbor, Michigan 48109-1259 (313) 764-9492. Garry R. Walz, Ph.D., Director. Jeanne C. Bleuer, Ph.D., Associate Director.*

*The authors*
*wish to acknowledge the Southern Association for*
*Counselor Education and Supervision, a regional affiliate of the*
*Association for Counselor Education and Supervision, a division of the*
*American Counseling Association, for their awarding of a grant that*
*partially supported the development of this document.*

*Comments relative to contect of the document should be directed to:*
Dr. Marla Peterson and Dr. William Poppen
108 Claxton Education Building
The University of Tennessee
Knoxville, Tennessee 37996-3400
615/974-5131

# Appendix

## Selected CAPS Publications

### Crème de la Crème Series:

***Comprehensive Guidance Programs that Work*** by Norman C. Gysbers

Describes successful comprehensive guidance programs in eight school settings in six states. Includes practical suggestions for bringing about change in K-12 school guidance programs to make them truly comprehensive. 171 pp.

***Invitational Learning for Counseling and Development*** by William W. Putkey and John J. Schmidt

Explains how integrating the principles of invitational learning into guidance was a positive force for change in seven schools. An excellent approach for responding to students at risk and minimizing dropout. 138 pp.

***The Teacher Advisor Program: An Innovative Approach to School Guidance*** by Robert D. Mynck and Linda S. Myrick

Describes six teacher advisor programs that creatively meet the developmental needs of middle and high school students. Many practical ideas and approaches. 125 pp.

***Learning Styles Counseling*** by Shirley A. Griggs

prepares counselors K-12 to diagnose and infuse learning style approaches into their counseling. Useful in consulting with teachers on accommodating learning styles in the classroom. 161 pp.

***Empowering Young Black Males*** by Courtland C. Lee

Focuses on the empowerment model Dr. Lee has developed for assisting young Black in acquiring skills which will enable them to cope effectively. Includes four training modules and useful resources. 95 pp.

***Effective Group Counseling*** by Samuel T. Gladding

Beautifully blends group theory and research with highly practical and usable group techniques. Both enhance a person's knowledge of groups and group counseling and provides them with a resource bank of eminently effective techniques for making group counseling effective. 166 pp.

## School Counseling Series (ASCA and ERIC/CAPS):

***Toward the Transformation of Secondary School Counseling*** by Doris Rhea Coy, Claire Cole, Wayne C. Huey and Susan Jones Sears, Editors

This compilation of original articles and the best from counseling journals provides a discussion of key concerns, issues and trends in secondary school counseling. Developmental guidance programs, teenage fathers, computer competency, the counselor's role in enhancing the school climate, and using career information with dropouts and at-risk students are some of the topics included in the eight chapters and 35 articles. 393 pp.

***The Challenge of Counseling in Middle Schools*** by Edwin R. Gerler, Jr., Canary C. Hogan and Kathleen O'Rourke, Editors

A compilation of articles from journals and ERIC, as well as one original article, on topics of importance to middle school counselors. 386 pp.

***Elementary School Counseling in a Changing Word*** by Edwin R. Gerler, Jr., Joseph C. Ciechalski and Larry E. Parker, Editors.

This book is a collection of the best articles published in counseling journals during the 1980s as well as original articles, providing elementary specialists with an abundance of eye-opening, innovative approaches and useful information as they seek the surest methods for guiding young students. 398 pp.

## Other Exciting CAPS Publications:

***Family Counseling and Therapy*** by Robert L. Smith and Patricia Stevens-Smith

Provides an interesting and incisive overview of marriage and family counseling. Six chapters provide extensive coverage of Healthy Family Functioning; Marriage and Family Counseling Theories; the Practice of Marriage and Family Counseling; Training Marriage and Family Counselors/Therapists; Issues and Topics in Family Therapy; and The Future—Images and Projections. An exceptional blend of previously printed and original articles by an array of eminent authors. Includes a stimulating introduction by Samuel Gladding. An excellent classroom text or resource for counselor updating. 446 pp.

***CounselorQuest*** Complied by Garry R. Walz

CounselorQuest is unique among publications in the amount of practical and reliable information it offers counselors on a wide variety of topics of critical importance to them. Over 165 succinct and highly readable digests and three indexes (title, topic, and educational level). Each digest offers a comprehensive overview of

a topic, provides useful practice and program suggestions, and tells you where to go for more information. An indispensable counseling tool that will save you from hours of searching for the information you need. Reproducible for use in classes, counseling interviews, and group meetings, tool 350 pp.

***Counseling Underachievers*** by Jeanne C. Bleuer

Summarizes achievement theories, shedding new light on the interaction between ability and effort. Presents a comprehensive model for counseling interventions. Includes guidelines for identifying the factors involved in student underachievement, and practical materials and ideas for improving study skills. 92 pp.

***Helping Children Cope With Fears and Stress*** by Edward H. Robinson, Joseph C. Rotter, Mary Ann Fey, and Kenneth R. Vogel

A concise overview of children's fears and stress. Features 47 activities and strategies for individual and group counseling interventions or for easy integration into the K-12 curriculum. Includes a facilitator's guide for training teachers and counselors on how to help children cope with fears and stress. 178 pp.

***Developing Support Groups for Students: Helping Students Cope With Stress*** by Garry R. Walz and Jeanne C. Bleuer, Editors

This volume includes six information-packed modules offering dear instructions on how to utilize the proven power of student support groups to assist students in developing well-balanced and emotionally stable personalities. Modules include: Helping Students Cope With Fears and Crises; Programs and Practices: Developing and Offering Student Self-Help Support Groups: Designing and Implementing Student Support Programs; Abstracts of Significant Resources; Sources for Assistance and Consultation. 202 pp.

***Student Self-Esteem: A Vital Element of School Success*** by Garry R. Walz and Jeanne C. Bleuer Editors

A comprehensive and highly useful resource on K-12 student self-esteem and staff development for counselors, educators, and teachers. Sixteen chapters provide over 60 articles written by outstanding authorities on self-esteem, offering practical and field-validated program and practice ideas. 510 pp. (Jointly developed by ERIC/CAPS and ASCA)

***Counseling Young Students at Risk*** by Jeanne C. Bleuer and Penny A. Schreiber, Editors

Examines family and environmental pressures which make school success very difficult for many of today's young students. Includes an extensive array of suggestions and resources on: latchkey children; children of divorce; children of alcoholic

or abusive parents; stress management for children; helping children cope with death and loss; and the relationship between children's self-esteem and their performance in school. 150 pp.

***Counseling Futures*** by Garry R. Walz, Editor

Features revised and expanded papers prepared by George Gazda, Bruce Shertzer and Garry Walz presented at the Chi Sigma Iota Symposium on the Future of Counseling. Offers a series of exciting and stimulating perspective on the future of counseling. 86 pp.

***Counselor Efficacy—Assessing and Using Counseling Outcomes Research*** by Garry R. Walz and Jeanne C. Bleuer, Editors

Provides a comprehensive and incisive review of counseling outcomes research. Discusses the implications of the research for counselor efficacy and counselor education. An immensely important and useful book for counselors and counselor educators alike. Approximately 130 pp.

***Empowerment for Later Life*** by Jane E. Myers

Examines the effect of aging on self-esteem and empowerment and reviews developmental issues key to understanding the aging process. Offers a "holistic wellness model" for empowering older persons. 118 pp.

***School Counselors and The First Freedom: A Guide for Responding to Challenges to Developmental Guidance Materials and Programs*** by Marla P. Peterson and William Poppen

No developmental school guidance program is immune from attacks. This extensively researched monograph by two experts on guidance program challenges offers penetrating insights into the motives of the challengers and practical approaches for responding to those who are challenged. Provides seven training activities for better preparing counselors to meet challenges to developmental guidance programs. 112 pp.

**For Further Information and A Catalog, Please Write:**

**CAPS, Inc.**
**P.O. Box 27425**
**Greensboro, NC 27455**

**or Call:**
**(919) 334-5100**

A school guidance program today is running from challenges to frightful attacks on the use of developmental guidance materials. How powerful and unprecedented? Could prepare counselors and other school staff to understand the source of the challenges and prepare them to adopt an appropriate response? In four compelling sections, the authors offer their most recent insights into guidance program challenges and provide practical and helpful strategies for responding.

- **The Right to Challenge; The Right To Respond**
  The Three Guarantees of the First Amendment; and a Brief Historical Perspective on Challenges
- **The Challengers and the Challenged**
  What Is Being Challenged? Who? Who are the Challengers and How Have the Challenges Been Responded To?
- **Professional Actions by Professional Counselors**
  What Professional Counselors Can and Should Do When Challenged
- **Resources on Challenges and Censorship**
  Where to go for Reliable and Useful Information

To make the more than theoretical, the authors, drawing upon their extensive experience in working with schools under challenge, have prepared seven compelling activities that will put to test the reader's understanding and ability to apply what they have learned.

- Activity 1 — The Context for Challenges
- Activity 2 — What We Need to Know About Challenges to Guidance Programs
- Activity 3 — The Nature of Challenges to Guidance Materials and Programs
- Activity 4 — Escaping from Author, Publisher Responsibility
- Activity 5 — What to do Before a Challenge Occurs
- Activity 6 — What to do After a Challenge Occurs
- Activity 7 — Responsible Actions: Three Case Studies
  - Case 1: *Issues for Counselors*
  - Case 2: *The Advocate Parent*
  - Case 3: *The Response of the*

In addition, the authors provide ten full page visuals easily reproducible as overhead transparencies for use in group and classroom situations.

As these persons-descriptions of developing full insight into challenges to and censorship of developmental guidance materials they have produced a companion piece, *Challenges to Guidance*, a video simulation of the many questions and confrontations experienced by persons who have had to defend their guidance programs against external challenges and censorship.

Particularly noteworthy is how the authors provide both an opportunity for persons to test their mettle against actual guidance challenges and then compare their responses to optimum ones. The text, the graphic, the video simulation, and accompanying manual make a particularly potent training resource for use by individuals and/or groups.

## About the Authors

Marla P. Peterson, Ph.D., a well known leader in counseling, has recently focused her attention upon helping counselors and schools develop creditable responses to challenges to school guidance programs. She currently is a professor in the Department of Educational and Counseling Psychology, University of Louisville.

William Pepper, Ph.D., an active counselor educator and professor at the University of Louisville in the Department of Educational and Counseling Psychology, has collaborated with Marla Peterson in analyzing the challenges and challengers to developmental guidance programs.

ERIC Counseling and Personnel Services Clearinghouse
2108 School of Education
The University of Michigan
Ann Arbor, Michigan 48109-1259

ERIC/CAPS



BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC

# NOTICE

## REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").